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ABSTRACT

This manual presents standards for adventure education programs seeking accreditation from the Association for Experiential Education. The manual is set up sequentially, focusing both on objective standards such as technical risk management aspects, and on subjective standards such as teaching approaches used in programs. Chapter titles provide general topic areas followed by sections that focus on specific activities within each chapter category. Chapters cover philosophical, educational, and ethical concerns; risk management plans; staff qualifications; transportation; technical skills related to land activities such as hiking, mountain biking, and rock climbing; technical skills related to water activities such as white water canoeing, sailing, and scuba diving; technical skills related to air activities such as hang gliding and parachuting; and environmental, emergency, and cultural skills. A lettering system indicates the relevance of each standard to the following categories: (A) general, providing an overview of items not covered under the other letters; (B) environmental understanding, examining knowledge of operations as they relate to risk management and appropriateness of activities; (C) human understanding, examining knowledge of participants' abilities, health, and readiness for the activities; (D) conducting the activity, examining how the program presents and operates each activity; (E) emergency procedures; (F) clothing and equipment, including maintenance, repair, replacement, and improvisation; and (G) nourishment, a program's provision of adequate food and water requirements for given activities and environments. Includes a sample report card for evaluating an adventure program and a list of information resources for remedying deficiencies and improving program quality. (LP)

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ASSOCIATION FOR EXPERIENTIAL EDUCATION (AEE)

MANUAL OF

ACCREDITATION STANDARDS

FOR

ADVENTURE PROGRAMS

Second Edition, 1995

ASSEMBLED BY:

John E. (Jed) Williamson, M.Ed.
and
Michael Gass, Ph.D.

With Special Acknowledgement to:

American Association for Marriage and Family Therapy
American Psychological Association
Council on Accreditation of Services for Families and Children, Inc.
Council on Outdoor Education American Alliance of Health, Physical Education, Recreation, & Dance
Worldwide Outfitters and Guides Association

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FOREWORD

The Association for Experiential Education (AEE) is to be commended for providing leadership to the establishment of this Accreditation Program. Always in the forefront, AEE members represent excellence in the conduct of programs and commitment to the growth and development of all individuals through adventure experiences.

The Accreditation Program is especially important at this time when society needs the type of experiences an adventure program can provide -- experiences that are a vital component in the personal enhancement of individuals. Rather than participants (and potential participants) being dominated by fear of perceived risk, the Accreditation Program can engender a greater confidence in the quality of adventure experiences as these activities relate to participant welfare and safety.

In today's litigious society, it is essential that every program have a strong risk management plan (i.e., manage the identifiable risks of adventure programs). In this, the Accreditation Program can assist. Rather than fear of lawsuits, sponsors of adventure activities can embrace their course offerings, for they know appropriate efforts to manage risk have been made.

Further, the Accreditation Program provides guidelines of desirable practices to those who administer ongoing programs (or are planning programs) by systemically evaluating their operations for compliance. This Program is, indeed, a friend of every "top flight" administrator.

In a time when many agencies and organizations use adventure activities, the Accreditation Program can also be a public relations tool. It accomplishes this by giving recognition and visibility to those programs that have formally met quality standards of operation and have been designated as "accredited."

This Accreditation Program is one of the most significant steps ever taken in the adventure movement; but remember, it is dynamic and must be continually monitored to maximize its value to remain viable in today's world and maintain its high level of standards.

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1987 Recipient of the Kurt Hahn Award
1988 Recipient of the Julian Smith Award

PREFACE

"Good judgment is the result of experience - experience which was usually the result of poor judgment."

Old Farmer's Almanac

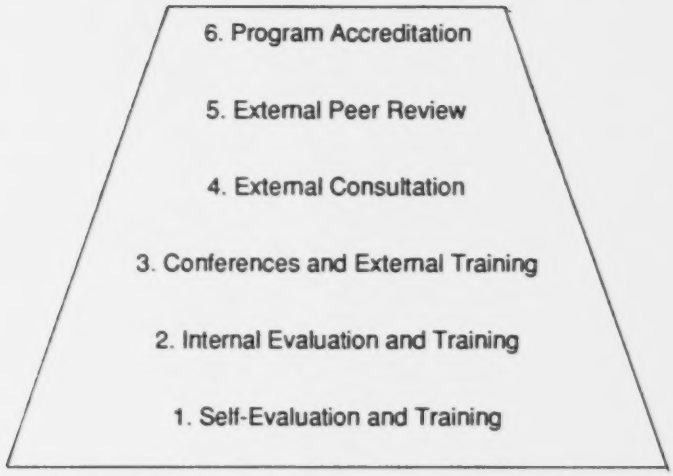
"Alpinism is the art of climbing mountains in such a way as to face the greatest risks with the greatest prudence. Art is here taken to mean knowledge realized in action."

Rene Daumal (c. 1940)

This manual of accreditation standards represents the collective experience of program professionals who have designed and run the activities presented in this book. AEE believes that these guidelines represent the best possible standards in the field at this point in time. One of the primary goals of establishing an accreditation process is to identify desired levels of program conduct and management while still permitting latitude in the number of "options" or "methods" to achieve these levels. Another is to demonstrate to the custodians of the lands, waterways, and air space where activities take place that a program has the confidence to have its standards and practices objectively scrutinized by a jury of peers.

Adventure is defined by the *American Heritage Dictionary* as, "an undertaking of a hazardous nature; a risky enterprise." It is further defined as, "an unusual experience or course of events marked by excitement and suspense." Two key words cannot be ignored in these interpretations: *hazard* - which is the condition that can cause loss, and *risk* - which is the "possibility" (or, in insurance industry terms, the "probability") that loss can occur. Behind the scenes of every program that incorporates adventure in its curriculum is the unending work of balancing the elements of perceived and actual risk, and of determining the appropriate level of "excitement and suspense" without exposing participants to unreasonable risks. This requires focused planning, continual review, and fine tuning.

There are a number of steps by which fine tuning takes place. Each can serve as a valuable component of risk management and be used independently for its own unique purposes and contribution. But most often, they are used in an interrelated fashion, with concepts from one review process serving as a foundation for a more formal review process. The steps are illustrated in the following pyramid of the review processes of adventure experiences.


6. Program Accreditation
5. External Peer Review
4. External Consultation
3. Conferences and External Training
2. Internal Evaluation and Training
1. Self-Evaluation and Training

REVIEW PROCESS PYRAMID

The first step, self-evaluation and training, serves as the foundation of all risk management plans. It is probably best exemplified by an instructor or guide who, after each activity and course, thinks about what has transpired and then consciously makes *individual adjustments* accordingly. This process of self-evaluation and ongoing personal training serves as the cornerstone for continually updating professional judgment. The second step consists of the *internal evaluation and training* that takes place with other staff and administration at the beginning and end of each significant program segment. The third step in this model consists of learning from knowledgeable external sources, often by *informally sharing* ideas and gaining new experiences when staff meet with peers, attend conferences, participate in appropriate and enriching *training sessions*, and go out on their own expeditions.

Periodically, programs will engage in the fourth step by obtaining valuable *outside consultation* to develop the quality of their programming further, enhance staff training, and set up new course areas and activities. The fifth step is taken when programs bring in outside expertise to engage in an *external program review*, identified by AEE as a "Peer Review." Most AEE regions have developed a system of administering peer reviews in their geographical locations and are quite willing to assist in this process, involving some minor expenses to cover travel and administration costs. Some programs also conduct Step #4 or #5 "after the fact," usually following a serious accident. When used for the latter, they have served as a quasi accreditation process, in that sometimes they have resulted in a program being told to "cease and desist" until the recommendations made have been implemented satisfactorily.

All of these steps are logical, but not required, actions to take before seeking accreditation - the sixth and final step. External Peer Reviews (Step #5) can save programs - and the AEE Program Accreditation Services team - considerable time and funds in the accreditation process.

Programs seeking *accreditation* should be thoroughly familiar with what is required and generally

confident that they will pass the review. If there is clear doubt regarding this, then one or more of these previous steps would help in correcting any problem areas prior to the program accreditation review. Most AEE peers stand ready to help programs prepare for such a review, either through simple telephone consultation or an actual site visit that may involve some minor expenses. A recommendation for adjustments to facilities, sites, equipment, transportation, and staff training may also involve additional expenses. In the long run, however, the time and expense put into being prepared for an accreditation review will be well spent.

A comment about the kind of adventure in this accreditation process is important. AEE Accreditation implies that the program being reviewed has specific educational and/or therapeutic program objectives and is capable of and interested in self-governance within its own profession or group. Unlike adventure theme parks which include "rides" such as water slides, or activities like bungi jumping, AEE is only interested in programs where participants' growth and development are major program objectives, and where participants have a sense of control over what they are doing, which includes the systems and equipment they are using. The "thrill of the ride" is there, and risk is necessary for growth, but it must be understandable risk that is done with integrity. Only approaches and activities that incorporate these principles are found here.

Perhaps a final point about judgment and rules is in order. It is essential that staff, program administrators, and accreditors accept the caveat that perhaps the best indication of "good judgment" is when a professional deviates from a rule or standard because it is clearly in the best interest of participants' safety, growth, and psychological well-being. In many environments where adventure experiences are conducted, there are continually changing elements. It may happen that the best "judgment" for conducting an activity in a safe manner in a particular circumstance could differ from an established standard. A standard is a basic guideline that must be applied to the situation, not the mandated practice under all circumstances.

John E. (Jed) Williamson, M.Ed. and Michael Gass, Ph.D.

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INTRODUCTION

> "When you strike off on your own, leave some trace of your passage which will guide you coming back: one stone set on another, some grass weighted by a stick. But if you come to an impasse or a dangerous spot, remember that the trail you have left could lead people coming after you into trouble. So go back along your trail and obliterate any traces you have left. This applies to anyone who wishes to leave some mark of this passage in the world. Even without wanting to, you always leave a few traces. Be ready to answer to your fellow men *(sic)* for the trail you leave behind."
>
> Rene Daumal (c. 1940)

This quote from the French philosopher whose spiritual quest is found in his novel, *Mount Analogue*, mirrors the current state of affairs in the field of adventure programming: we are no longer at the point of "striking off on (our) own" with no one following. There are currently over 1,000 programs in North America alone conducting adventure experiences, each trying to make some important "mark" of its passage in the lives of participants. There are a number of ways that programs are being asked to answer to participants and peers as to how they conduct themselves, including everything from funding, the management of risks, the use of the environment, and how they work with participants. This accreditation process is designed to answer a large portion of these considerations.

In this introduction, readers will be informed as to: 1) the design of the accreditation manual; 2) the steps of the accreditation process; and 3) how the examination and accreditation "report card" will be completed by reviewers. While preparing for the accreditation process may be educational for professionals, this manual is not designed to be instructional. Rather, it is set up to verify the fact that programs receiving accreditation approval from AEE have those qualities required to conduct adventure activities within a well-developed risk management program.

It is important to note that the Program Accreditation Service has evolved out of an effort to increase the level of professionalism in the field, and not to create adversity. The goal is to provide an accreditation process that insures quality control, uniformity, and customer satisfaction in an efficient and professional manner to programs that are ready.

Design of the Accreditation Manual

This manual of standards for adventure programs is set up sequentially, focusing on both the objective - technical risk management aspects, and the subjective - teaching approaches used by programs. As professionals move through the document, they can see that standards are presented in a "general" structure followed by more specific details. This is best understood by looking at how the Chapter, Section, Letter, and Number sequences work. The Chapter titles provide general topic areas.

For example, Chapters I, II, and III focus on educational philosophy, ethics, and the overall management approach used for delivering adventure-based, experiential activities that are conducted reasonably. The remaining Chapters focus on activities and skills in an order that attempts to move from lesser to greater complexity.

The Sections focus on specific activities within each Chapter category. There is a lettering system for each Section. Letter categories, if appropriate to the particular activity, are found in each Section. The Letter categories are structured in the following manner:

A. **General** - provides for any overview of items not covered under the other letters.
B. **Environmental Understanding** - examines a program's knowledge of the areas of operations as they relate to risk management and appropriateness of activities. "Environments" include wild and natural areas, towns and cities, and constructions - such as ropes courses, artificial climbing walls, etc.
C. **Human Understanding** - examines a program's knowledge of participants' abilities, health, and readiness for the activities.
D. **Conducting the Activity** - examines how the program presents and operates each activity.
E. **Emergency Procedures** - examines the program's preparedness to respond to accidents, which can include damage to property, illness, injury, fatality, lost persons, and near misses.
F. **Clothing and Equipment** - examines a program's understanding of the appropriate clothing and equipment for activities, including maintenance, repair, replacement, and how to improvise if necessary.
G. **Nourishment** - examines a program's understanding of how to provide for adequate food and water requirements for given activities and environments.

The letters always address the same topic, as do the numbers in each section of the technical skills in Chapters V, VI, and VII. It will be obvious that not all letter categories and not all numbers are found in each section. As the manual evolves, more Sections, Letters, and Numbers may be added.

It will also be obvious that there are repetitions of standards from section to section. It is in the explanations that specific details are addressed for general topic areas. For example, requiring that "staff are familiar with the terrain in which the activity is conducted" is both obvious and general, but the specific details under this may differ from one activity to another. There are also cases where no explanations are provided because the standard is self-explanatory or the explanation would be obvious.

Program Accreditation Service (PAS) Approval Procedures

In order to be granted approval by the Association for Experiential Education, all numbered requirements in each section must be met through a three-stage process. First, appropriate program professionals *must submit the required paperwork* to the appropriate PAS review team, and *it must be verified as following the submission process*. This must include a letter of agreement attesting that the

program is in compliance with all legal statutes pertaining to their activities. (Throughout the document, many examples of statutes are referred to.) Second, programs *must have a site visit* by the PAS review team, who collect complying evidence with the Program Accreditation Standards. After the findings from the site visit *are compiled, they are sent to the AEE Program Accreditation Service (PAS) Advisory Committee.* In the third step, the PAS Advisory Committee *recommends to the AEE Board of Directors* the *approval of the program to receive AEE Program Accreditation.* Note that the PAS review team does *not* recommend approval for accreditation; this is the responsibility of the PAS Committee. The final step results in the Board of Directors *granting AEE Accreditation* to the program.

Each of these stages are summarized as follows:

1. **Self Assessment and Documentation Stage** - Copies of the program's Mission Statement and Objectives, Information for Participants, Staff Manual, Accident Reports, Forms, Letter of Agreement attesting to compliance with all legal statutes that pertain, Peer and/or Safety (or Risk Management) Reviews from the last five years, and any related material requested must be submitted well in advance and in an appropriate format for the review team to consider.

2. **Verification Stage** - Reviewers will: a) interview all appropriate administration, staff, board and committee members, and perhaps participants; b) inspect related equipment and records; c) inspect activity sites; and d) observe activities in session as deemed necessary. Appropriate program professionals will be informed verbally of the review team's findings with an exit interview.

3. **Follow-up Stage** - The Review Team Leader will provide a report to the PAS Committee, who will determine whether the program is to receive *full, conditional, or no accreditation.* The program being reviewed and the AEE Office in Boulder will receive a written copy of the findings of the PAS Advisory Committee.

Professionals will notice on the *Report Card* (see References) that there are four categories for each Number. The "Pass" and "Fail" categories simply mean that programs do or do not meet the standard. "Conditional" means these must be remedied prior to the program receiving PAS Accreditation. "DNA" (for "does not apply"), which only appears under specific activities, simply means that programs do not conduct that activity.

PAS reviewers will recognize that there are programs that have been through extensive and on-going Risk Management and/or Peer Reviews. While these are not a substitute for, or a means of bypassing the accreditation process, positive evidence in recent past reviews could significantly expedite it.

One instructional aspect to this manual will be found in the list of references included in order to help program staff understand how a standard can be implemented, as well as to provide a source of information for remedying deficiencies and improving quality in program areas.

CHAPTER I

Philosophical, Educational, and Ethical Concerns

Section 1. MANAGEMENT AND OPERATIONS

1.01 Program activities are based upon using direct, personal experiences.

Explanation: All change and growth has some form of experience as a base for its origin, and experiential methodologies place the participant as close as possible to that base of origin. This is done because this process can be more valuable for the production and maintenance of positive change.

1.02 Program activities focus on challenging participants "in accordance with the program's stated outcomes and goals for instruction, curriculum, risk management, participant supervision and within AEE's accepted ethical and professional standards."

Explanation: Experiential practices are based upon the belief that change occurs when people are placed outside of positions of comfort (e.g., homeostasis, acquiescence) and into states of dissonance, where there are degrees of risk both real and perceived. In these states, participants are challenged by the adaptations necessary to reach a state of equilibrium. Reaching these self-directed states necessitates change, and results in the type of growth the participant is attempting to achieve.

In order for this to occur, participants are placed in environments and situations where the risk (both real and perceived) fosters a challenging and motivating attitude to change. This process is used to enhance participants' abilities to grow.

1.03 Participants are actively involved in program activities.

Explanation: Experiential practices usually require participant problem-solving, curiosity, and inquiry. Activities are followed by synthesis and reflection so that new situations can be encountered by applying what has been learned and identified from previous ones. It is an active rather than passive process, with participants motivated and responsible for their own learning and growth. The professional's focus is to facilitate this responsibility based on the participant's particular needs and abilities.

1.04 Participants are impelled to become personally involved and responsible.

Explanation: The activity itself draws the participant into action. The program content and the staff do not force participants into experiences. Methods and activities that encourage personal involvement and self responsibility - for example, challenge by choice - are used.

1.05 Activities are real and meaningful in that they have natural consequences.

Explanation: The consequences of decisions or actions made by participants are immediate and often personal, generally involving emotions, feelings, and other people. These consequences should be natural results of the participant's actions.

This means when it is appropriate and possible, natural consequences to a participant's actions are used to provide the meaning for growth. Natural consequences are those that occur unless some person, or system developed by a person, intervenes. Conversely, artificial consequences occur if some human or human system anticipates or responds to a participant's action, causing the artificial consequence to modify a natural consequence. Taking control for reasons of safety is an example of implementing an artificial consequence.

1.06 Synthesis and reflection are used as elements of the change process.

Explanation: Staff are aware that change from experience is not an automatic result. There must be synthesis and reflection to enhance the internalization of change for the participant. Staff recognize that this can be achieved in a number of ways, including individual and group discussions (which has come to be known as "debriefing"), solo experiences, journal writing, drawing, or creative arts. Staff implement reflective processes into their participants' work to deepen the experiential process. Programs without reflection as a part of their process are not using experiential methodologies.

1.07 Changes are participant-based rather than facilitator-based.

Explanation: The program considers a change process that is appropriate for the participants, relevant to their needs, and progresses at their pace. Participants are actively involved in choosing the type and level of their experiences. How participants feel about the change is also valued.

1.08 Changes are designed to have present as well as future relevance for the participant.

Section 2. PROGRAM ETHICS

The Association for Experiential Education would like to acknowledge the support of and sincerely thank the American Psychological Association (APA) and the American Association for Marriage and Family Therapy (AAMFT) for their assistance in the development of the ethics section of this manual. Permission for using documents as sources has been granted to AEE by both associations.

2.01 Staff conduct experiences with an appropriate level of competence.

Explanation: Professionals promote and conduct activities within the level of their competence. This includes, but may not be limited to: a) providing services within the boundaries of their competence based on education, training, supervision, experience, and practice; b) taking reasonable steps to ensure the competence of their work; c) avoiding situations where personal problems or conflicts will impair their work performance or judgment; d) staying abreast of current information in the field; e) participating in ongoing professional efforts to maintain their knowledge, practice, and skills.

2.02 Staff "provide service within the boundaries of their competence based on education, training, supervision, experience, and practice."

Explanation: Professionals conduct activities with honesty, fairness, and respect, both in interactions with participants and peers. This includes, but may not be limited to: a) no false, misleading, or deceptive statements are made when describing or reporting qualifications, services, products, or fees; b) being aware of how their own belief systems, values, needs, and limitations affect participants.

2.03 Staff conduct experiences in a responsible manner.

Explanation: Professionals uphold the ethical principles of their work. This includes, but may not be limited to: a) being clear with participants as to their roles and obligations as a professional; b) accepting responsibility for their behavior and decisions; c) adapting methods to the needs of different populations; d) possessing an adequate basis for professional judgments; e) not beginning services when the constraints of limited contact will not benefit participant needs; f) continuing services only so long as it is reasonably clear that participants will benefit from services; g) conducting experiences in a manner that results in minimal impact and no permanent damage to the environment.

2.04 Staff conduct experiences with respect for the rights and dignity of participants.

Explanation: Professionals respect the fundamental rights, dignity, and worth of all people. They respect participants' rights to privacy, confidentiality, and self determination within the limits of the law and the policies and goals of the Association for Experiential Education. Professionals also strive to be sensitive to cultural and individual differences -- including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, and socioeconomic status. Professionals do not engage in sexual or other harassment or exploitation of participants. Other concerns include but may not be limited to: a) respecting participants' rights to make decisions and help them understand the consequences of their choices; b) providing participants with appropriate information about the nature of services and their rights, risks, and responsibilities and with an opportunity to discuss the results, interpretations, and conclusions; d) respecting participants' rights to refuse consent to services and activities; d) obtaining informed consent from participants and, when appropriate, parents or guardians before beginning services and activities; e) accurately representing their competence, training, education, and experience relevant to the program being delivered.

2.05 Staff are concerned for the well-being of participants.

Explanation: Professionals are sensitive to participant needs and well-being. Professionals provide for the physical needs of participants, including necessary water, nutrition, clothing, shelter, rest, or other essentials, and monitor the emotional and physical risk in adventure experiences.

Other areas of consideration include but may not be limited to: a) assisting in obtaining other services if the program cannot provide the professional help participants may need; b) planning experiences with the intent that decisions made during and after are in accordance with the participants' best interest; c) respecting participants' rights to decide the extent to which confidential material can be made public, except under extreme conditions such as when required by law to prevent a clear and immediate danger to a person or persons, if permission has previously been obtained in writing.

2.06 Staff recognize their level of social responsibility.

Explanation: Professionals are aware of their responsibilities to community and society. Areas include but are not limited to: a) appropriately encouraging the development of standards and policies that serve their participants' interests as well as those of the public; b) respecting the property of others.

2.07 Staff avoid dual relationships with participants that impair professional judgment.

Explanation: Professionals avoid exploiting or misleading participants, as well as others, during or after professional relationships. This is accomplished by intentionally avoiding dual relationships with participants that impair professional judgment. This includes but is not limited to: a) business or close personal relationships; b) sexual relationships; c) inappropriate physical contact.

Section 3. ENVIRONMENTAL CONCERNS

--A. General--

3.A.01 The program has written guidelines which focus on environmental ethics, and it follows these principles.

Explanation: There are environmental statements that cover the activities, areas of operation, and participant applications. These statements cover route selection and backcountry travel, waste disposal and sanitation, use of support animals and vehicles, visual impact, selecting and using campsites, cooking and washing, fires and stoves, and shelters and tents. Program staff follow these principles in their practices. These principles cover the future as well as present considerations of the environment.

--B. Environmental Understanding--

3.B.01 The program respects the wildlife of the area.

Explanation: The program has a policy of learning about the indigenous animals in the places where programming takes place and conducts practices that have minimal disturbance on them and their habitat.

--C. Human Understanding--

3.C.01 The program respects the local culture, including both social and physical aspects.

Explanation: The program has a policy of learning about the indigenous culture in the places where programming takes place and conducts practices that honor their rules, customs, and mores, and that does not disturb their physical aspects. These include but may not be limited to: a) using sites where indigenous cultures practice religious/spiritual ceremonies; b) adding to or eradicating pictographs; c) removing ceremonial or other important artifacts; d) photographing sacred or private ceremonies and situations.

--D. Conducting the Activities--

3.D.01 The program selects routes for travel where impact to the environment is minimal. In fragile areas, routes are on trails whenever possible.

Explanation: Above timberline, in deserts, or in any area where the program deviates from established trails, there is the poteptial for damage to fragile terrain, plants, lichens, etc. On trails, procedures for use will vary based on the particular environment.

3.D.02 If human waste is disposed of in the natural environment, it is done so in a minimally invasive manner. If this cannot be accomplished, it is carried out. If needed, toilet areas are constructed for the type of environment where activities are conducted.

Explanation: In backcountry and wilderness areas where toilet facilities are not available, the program promotes the appropriate methods for waste disposal. This generally is dependent upon the amount of waste and the ecological system. Facilities are located at least 200 feet from water sources. In some cases (e.g., caving programs, river corridors) waste will need to be carried out. In some locations, such as desert riparian areas, urinating in the water rather than on the land is required.

3.D.03 All paper and packaging is disposed of according to Leave No Trace guidelines.

3.D.04 Support animals or vehicles are used only on permitted roads, trails, and routes. In most cases this means staying on established trails and roads, and obeying local land management guidelines. Some support animals are capable of going off trail with minimum impact.

3.D.05 Domesticated animals are permitted only where their effect on the environment can be limited appropriately.

Explanation: The program recognizes that the use of animals outside of their intended environment can have a negative effect on particular ecosystems. These include, but are not limited to, overgrazing, attacking indigenous animals and defecating in water sources. Domestic animals, if permitted by land management regulations, are utilized in a manner so as to limit adverse effects on the environment, indigenous animal population and humans.

3.D.06 The program limits the visual impact of its activities.

Explanation: This includes but may not be limited to: a) location of camps; b) color of clothing.

3.D.07 Washing - people, cookware, clothing - is done in a manner that limits environmental impact.

Explanation: The program uses Leave No Trace techniques that make minimal use of soap near water sources, including scouring with sand and gravel, lathering first and rinsing well, and brushing teeth at a minimum of 60 meters from water source. In some locations, such as *high use* desert riparian areas, washing in the water rather than on the land is required.

3.D.08 Cooking and food handling are conducted in a manner that will not affect or attract animals.

Explanation: This includes but may not be limited to: a) clean campsites; b) not feeding animals; c) and using appropriate methods for thwarting bears.

3.D.09 Food is appropriately stored, and in reusable containers when possible.

Explanation: Food is purchased in accordance with a reduce/reuse/recycle policy, and is appropriately stored against the effects of heat and cold and possible animal predation.

3.D.10 If food is not used, it is carried out. If this cannot be done, it is disposed of in a minimally invasive manner.

3.D.11 Fires are used in a manner so as to limit environmental impact.

Explanation: For cooking, stoves are used in place of fires when fires would adversely affect the environment. Fires in certain regions (e.g., desert or high mountains) have a greater consequence than in other regions. Fire sites used are ones that are established or else cleaned up after use. Wood is not gathered in a destructive manner. It is recognized that building a fire to save a life supercedes this general policy.

3.D.12 Shelters, tents, tarps, and hammocks are utilized in a manner so as to limit impact on the environment.

Explanation: In most circumstances, the use of tents, tarps, or hammocks rather than constructing shelters from surrounding resources are the least invasive methods of providing shelter. There are exceptions, including: a) snow igloos or quinzhees in winter settings, and b) emergency situations.

3.D.13 Tents, tarps, and hammocks are set up in an environmentally appropriate manner.

Explanation: When there is a choice, tents and tarps are set up on sand, duff, or mineral soil and not vegetated areas. When the shelter is taken down, the area appears to be in its natural state. Hammocks are hung from trees sturdy enough not to be pulled down or scarred.

Section 4. UNIVERSAL ACCESS CONSIDERATIONS

--A. General--

4.A.01 The program is itself available to all individuals, regardless of their physical abilities.

Explanation: In addition to being a non-discriminatory clause, it is the intent of this standard to address facility accessibility issues as defined by the Americans with Disabilities Act (ADA) of 1990. The law does not require all facilities or program areas to be accessible, or that changes all be made at once. The law does not require programs to make changes that would fundamentally alter the nature of the adventure program. It does, however, require that the program make "readily achievable" accommodations that do not cause "undue burden."

It will not be possible to make all areas of programming accessible. Programs should proactively identify conditions that may limit accessibility. However, participation in the normal activities of a program and associated group work should be fostered and barriers should be removed or accommodations provided to permit full participation whenever possible. Note that "available" means that persons have both access and opportunity.

4.A.02 Whenever possible, activities are conducted in a manner which focuses on transcending rather than compensating for any individual's lack of ability.

Explanation: There are multiple approaches that focus on adapting activities for all persons to participate equally. Two of these approaches can be identified as the "compensation" and "transcendence" approaches.

CHAPTER II

Risk Management Plans

Section 5. RISK MANAGEMENT

5.01 The program has a written policies and procedures manual.

Explanation: The program documents and communicates to staff its expected practices and standards for activities that pose risk to the health and well-being of participants and staff. This documentation can be specifically written by and for the program, or adopted from other reputable sources. It may include policies or protocols governing practices, or guidelines on accepted practices as curriculum or test materials. All staff are familiar with and have access to a written safety policy and associated guidelines. The manual is part of a larger risk management plan and instructor's manual. The policies should apply to staff and students alike.

5.02 There is a written Risk Management Plan.

Explanation: This plan contains written emergency procedures and an Emergency Action Plan for each activity and/or program.

5.03 The program has a designated and functioning Safety/Risk Management Committee.

Explanation: The program has a system for monitoring risk management and sanctioning safety practices. Accident data is collected, analyzed, and acted upon. The committee has an appropriate representative mix, including outside advisors, and meets regularly to review all facets of the program.

5.04 The program informs participants of the nature of the activities, the potential risks involved, and the responsibilities which are expected for participation. The program also solicits information from participants to facilitate screening and to make informed decisions regarding their ability to participate.

Explanation: Steps are taken to disclose the nature of the program's activities and risks inherent thereto, and the rules of behavior which must be accepted, agreed upon, and followed. Participants (and Parents/Guardians of Minors) should be provided with appropriate Assumption of Risk and Release forms that provide clarity regarding these matters.

5.05 The program has a policy of no alcohol or drug use (other than those prescribed by a physician and used accordingly) during program activities, by employees on duty, and when operating any form of mechanized transportation.

Explanation: It is recognized that some programs allow participants to smoke between and after activities, and/or to use alcohol at the end of a program day. PAS reviewers will consider context, congruency, and/or indications of abuse when examining this standard.

5.06 All staff and participants go through an appropriate admissions and medical screening process.

Explanation: No participants or staff are allowed to participate in activities that would have a reasonable likelihood of causing harm to themselves or others due to a medical or physical condition. The medical form clearly states that failure to complete all portions could result in an injury or compound the damage of an injury.

5.07 Communications protocol: The program has an established system for calling

upon emergency medical and/or rescue services in the event of a serious or life threatening injury, illness, or lost person(s).

Explanation: There is a communications plan that includes emergency phone numbers for area Emergency Medical Services (EMS) in the event of an accident that requires outside expertise for evacuation and/or medical care. Methods for communication include two-way radios, cellular telephone, c-b radios, locator devices. In remote areas where these devices are impractical or where a program chooses not to use them, participants are informed, understand, and agree to this condition.

5.08 Search and Rescue: The program has a search and rescue protocol, and staff are skilled in carrying out this protocol.

Explanation: Participants may become separated from the group, or may need a level of rescue that is of a greater magnitude than can be reasonably expected of the program. Staff must know how to implement the program protocol for such search and rescue procedures.

5.09 Evacuation: The program has an evacuation protocol, and staff are skilled in carrying out this protocol.

Explanation: Staff need to know how to evacuate under any circumstance the activity demands, or to have others evacuate a victim in need of a higher level of care. Appropriate equipment for evacuation also is available.

5.10 Notification Protocol: The program has a notification protocol which is to be used in the event of an emergency or accident.

Explanation: Staff understand the notification protocol to be followed, to include communications with family, officials, and press, in the event of an emergency or accident.

5.11 Emergency response kits are present for all activities.

Explanation: First aid kits, appropriately stocked, are present for all activities, and staff are familiar with the contents and their use.

5.12 The program maintains facilities that conform to all applicable national, regional, and local laws and regulations.

Explanation: This standard reflects the intent of the letter of agreement regarding compliance with appropriate legal statutes.

5.13 The program uses appropriate activity sites.

Explanation: Criteria by which the suitability of activity sites include, but may not be limited to, the nature of the activity, the terrain, the season, the weather, and the participants.

5.14 The program conforms to applicable national, regional, and local laws and regulations pertaining, which includes having any use and access permits required.

Explanation: This standard reflects the intent of the letter of agreement regarding compliance with appropriate legal statutes.

5.15 The program provides for adequate shelter, clothing, food, water, and equipment for the kinds of activities presented.

Explanation: There is evidence that these basic needs undergo inspection on an appropriate schedule. There is a written record that indicates a schedule for monitoring, maintaining, and retiring equipment, including ancillary items such as vehicles and boats.

5.16 The program has explicitly designated staff ratios for each activity.

Explanation: There are accepted ratios of staff to students for various activities which must be adhered to.

5.17 The program engages in periodic internal and external safety reviews.

Explanation: In safety reviews, all aspects of a program are looked at and a written review is presented for discussion with program personnel. A final written report with recommendations, suggestions, and observations focus on any necessary or suggested program changes aimed at increasing quality and safety. One copy of each internal review, peer review, and Program Accreditation report are made available to the program's insurance company.

5.18 Forms - The existence and proper location of the following forms must be verified:

Explanation: These forms must be in existence and in use. PAS reviewers will also check to see that appropriate forms accompany staff in the field.

1. **Administration**
   - *Mission, Goals, and Objective
   - *Participant Information/Admission and Orientation (Disclosure)
   - *Safety and Risk Management Plan
   - *Personnel files (incl. resumes, training, certifications, evaluations)
   - *Personnel Policy and Procedures
   - *Equal Opportunity Employment Statement (appropriately posted)

2. **Health**
   - *Staff Medical History and Data
   - *Participant Medical History and Data

3. **Emergency**
   - *Staff Notification of Next of Kin Information
   - *Participant Notification of Next of Kin Information
   - *Field Injury/Evacuation Report Form
   - *Missing Person Report Form
   - *First Aid Supplies List
   - *Release for Emergency Treatment Procedures

4. **Liability**
   - *Waiver of Claims/Liability Release (NOTE: Specific wording varies from state to state; a limited number of states and/or federal lands may not accept waivers/releases.)
   - *Acknowledgement of Risk & Comparative Negligence

5. **Insurance Coverage**
   - *Liability Policy
   - *Auto
   - * Marine
   - * Property Damage
   - * Workers Compensation
   - * Professional Liability
   - * Medical Professional Liability
   - * Sexual Abuse Liability
   - * Staff Medical Coverage

6. **Transportation**
   - *Title Certificates
   - *Driver Information Form

*Documented Staff Training
*Vehicle Logs
*Insurance

7. **Licenses and Permits**
   *Appropriate Licenses and Certificates for Operations, Occupancy, etc.
   *DMV Checks for All Drivers

8. **Other**
   *Accident Report Form
   *Program Notification Protocol
   *Marketing Materials
   *Media Protocol
   *Equipment Maintenance Logs
   *Staff Evaluations

5.19 Staff are knowledgeable about the features needed to conduct air search and rescue and/or medivac procedures.

5.20 Appropriate methods of communication are in place to operate air search and rescue and/or medivac procedures.

Explanation: These include but may not be limited to: 1) establishing communications with airplane/helicopter crew; 2) contingency plans in place to inform crew of site conditions if radio communication is not possible; 3) use of appropriate channels when available for pilot/landing zone communication.

CHAPTER III

Staff Qualifications

SECTION 6. STAFF QUALIFICATIONS

--A. General--

6.A.01 The program hires staff who are qualified for the activities and participants they will be involved with, and the program has a system of supervising, training, and assessing staff.

Explanation: Staff who do not have the expertise to conduct activities assigned or to carry out health and emergency procedures are not hired or put in positions where these functions may become realities. Files for each staff member include but may not be limited to: a) employment application and letters of recommendation; b) pertinent employment history; c) record of training attended; d) copies of required certifications and licenses; e) copies of evaluations. Staff know what is expected of them, what the program personnel policies are, and if their performance is meeting, exceeding, or less than what is expected. Staff engage in training that is job specific, and are fully informed about specific legal ramifications of their work. Staff are encouraged to go outside of the organization for some training. The program shall also keep appropriate files on staff who are sub-contracted to provide services.

6.A.02 Program staff keep up to date on changes in technology and procedures for program activities.

Explanation: Because new and better designs and changes in procedures are constantly evolving, the program has a system for staying up to date so that informed decisions regarding changes can be made.

--B. Environmental Understanding--

6.B.01 Staff are familiar with program areas where activities are conducted.

Explanation: Familiarity does not necessarily imply previous experience with the specific route or program area. It does imply that there is enough familiarity with the terrain in which activities take place so that the focus can be on the participants, and on the curriculum and program goals. Staff are prepared to address changes in weather, lost equipment, or other potential and unforeseen program changes.

6.B.02 Staff are skilled in observing, interpreting, and predicting basic weather patterns.

Explanation: Staff understand the types and extremes of weather conditions in the program area in order to anticipate and be prepared for changes, have the necessary equipment, and be able to make activity adjustments.

6.B.03 Staff are skilled and effective at navigating in the program areas encountered.

Explanation: Staff are able to get participants from one point to another in an appropriate manner. Skills required include but may not be limited to: a) map reading, b) compass use, c) celestial navigation, d) route interpretation, and e) obstacle avoidance.

6.B.04 The program and staff are familiar with the identification, avoidance and treatment of any specific environmental hazards of the program area.

Explanation: There are plants and animals, large and small, weather, disease, and humans, that can cause serious harm to staff and participants. Staff are familiar with program area flora and fauna, participant allergies, contact prevention, and treatment options.

--C. Human Understanding--

6.C.01 Program and staff are aware of relevant medical and psychological histories and health needs as disclosed by the participant.

Explanation: Staff are aware that participants can come to harm if they have particular physiological or psychological problems and they are engaged in certain activities. Examples include are not limited to such things as: a) going on a high element on a ropes course with a heart condition, b) being in a dank, dusty cave with an allergy, c) a person with agoraphobia being put in a large open field alone. Staff are familiar with participants' medications, as well as the dosages and side effects thereof. Staff ask the participant what signs or symptoms may develop due to increased stress levels and dietary changes.

6.C.02 Staff select activities based on participants' skill levels, physical ability and psychological or emotional readiness.

Explanation: Staff recognize that participants can come to harm if they are confronted with activities that are beyond their physical or psychological readiness.

6.C.03 All staff have an appropriate level of training to identify and cope with the anticipated psychological needs of participants.

Explanation: If the program is designed for participants a) to gain psychological insights, or b), who are in need of counseling/psychological help, then staff must have completed appropriate training for these situations.

--D. Conducting the Activities--

6.D.01 Staff are capable of conducting operations appropriately in the terrain where activities occur.

Explanation: There is enough familiarity with the terrain in which activities take place so that the focus can be on the participants. Staff are prepared to address changes in weather, lost equipment, or other potential and unforeseen program changes.

--E. Emergency Procedures--

6.E.01 Staff have the skill and experience to conduct stated program activities and meet the risk management, operational and curriculum expectations of the program.

Explanation: Staff are able at a minimum to effect simple rescues from technical situations, and the program should have a system for timely access to trained rescue and/or medical personnel. In climbing, rappelling, caving, high ropes/challenge courses, and mountaineering situations, this includes but may not be limited to: lowering, raising, and improvising in situations where equipment availability and standard procedures do not work. In water situations, this includes but may not be limited to: water safety training and site specific techniques - such as river, lake, and/or ocean rescue training.

6.E.02 Staff have had the theoretical and practical training to provide emergency medical care.

Explanation: Staff have the appropriate level of emergency care training for the kinds of participants, programs, and activities they will encounter. Their certifications are current and copies are on file. They are provided with adequate supplies and equipment to cope with potential emergencies, and they must understand the safety and communications protocols used by the program. They have the appropriate forms to record medical data and describe details of accidents..

Staff are able to manage field accidents until a higher level of care is available. This includes, but may not be limited to, how to: a) remove injured victims from an environment that will cause immediate further harm; b) maintain an airway; c) stop external bleeding; d) immobilize; e) treat for shock; f) recognize, manage, and treat environmental emergencies; g) make all reasonable efforts to determine when an injury or illness necessitates an evacuation; h) monitor and record vital signs; i) record all pertinent information needed for the next level of care; and j) record all

pertinent information needed for the victim and Risk Management Committee's records.

All certifications must be current to be considered valid.

6.E.03 The program has a Hazard Communication and Exposure Control Plan.

Explanation: OSHA Requirement under Title 29 of the Code of Federal Regulations, Part 1910.1200 and Part 1910.1300. It includes a staff training requirement on occupational exposure to blood borne pathogens. Some programs may also fall under the OSHA requirement for providing Hepatitis B vaccinations for staff. This standard reflects the letter of agreement stating that the program complies with appropriate legal statutes.

--F. Clothing and Equipment--

6.F.01 Staff are skilled in improvising to meet clothing, equipment, and shelter needs in case of emergencies.

--G. Nourishment--

6.G.01 Staff are skilled in improvising to meet food and water needs in case of emergencies, and how to prevent contamination under such conditions, and how to treat any consequences for same.

CHAPTER IV

Transportation

Section 7. GROUND

--A. General--

7.A.01 The program has adequate written ground transportation policies.

Explanation: Written policies include but may not be limited to: a) emergency procedures; b) maximum vehicle capacity levels; c) areas of driver responsibility (e.g., driving time guidelines); d) provision of appropriate safety and travel equipment for each vehicle; e) headlight use; f) personal use of program vehicle; g) personal vehicle use; h) railroad crossings; i) roof rack use; j) route choice; k) seat belt use; l) passenger guidelines; m) speed limit; n) driving evaluation procedures; o) standard operating procedures for reduced visibility and adverse conditions; p) passenger eligibility requirements; q) appropriate loading and unloading procedures; r)securing, hitching, and maintaining a trailer; s) local environmental driving hazards; t) city hazards; u) gravel and dirt road driving practices; v) braking quickly with and without trailer; w) unloading beside the road.

7.A.02 The program follows its established ground transportation operation procedures.

Explanation: Operation procedures include but may not be limited to: 1) vehicle allocation; 2) log book (e.g., for maintenance and mileage); 3) accidents; 4) driver qualification and DMV check; 5) safety procedures; 6) pre-inspection; 7) pre-drive check; 8) vehicle operation; 9) driving with trailer procedures; 10) gas credit card; 11) maintenance; 12) driving; 13) driver's test; 14) jumper cable and other safety equipment; 15) changing tire; 16) roof racks; 17) fire extinguisher secured; 18) first aid kit; 19) flashlight.

7.A.03 Established forms are in place for ground transportation activities.

Explanation: Transportation forms should be in appropriate numbers and places for use. These include but may not be limited to: a) a list of equipment found in each program vehicle (e.g., first aid kit, flares/triangles, tire iron, jumper cables, etc.); b) accident forms in vehicle first aid kit; c) driving test procedures in staff orientation manual.

7.A.04 There are driver screening, testing, and training procedures in place.

Explanation: It is not assumed that all staff will have all the necessary experience in handling all aspects of ground transportation.

7.A.05 Vehicles and drivers have appropriate licenses for operation.

Explanation: Any staff operating a vehicle must have the appropriate licensure. It must be current and on file.

Section 8. WATER

--A. General--

8.A.01 The program has adequate written water transportation policies.

Explanation: Written policies include but may not be limited to: 1) emergency procedures; (2) maximum boat capacity levels; 3) areas of driver responsibility; 4) provision of appropriate safety and travel equipment for each

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boat; 5) light use; 6) personal use of program boat; 7) personal boat use; 8) route choice; 9) passenger guidelines; 10) speed limit; 11) driving evaluation procedures; 12) standard operating procedures for reduced visibility and adverse conditions; 13) passenger eligibility requirements; 14) appropriate loading and unloading procedures.

8.A.02 The program follows its established water transportation operation procedures.

Explanation: Operation procedures include but may not be limited to: 1) boat allocation; 2) log book; 3) accidents; 4) driver qualification and Coast Guard check; 5) safety procedures; 6) pre-inspection; 7) pre-drive check; 8) boat operation; 9) driving with trailer procedures; 10) gas credit card; 11) maintenance; 12) driving; 13) driver's test; 14) jumper cable and other safety equipment; 15) changing tire; 16) roof racks; 17) fire extinguisher secured; 18) first aid kit; 19) flashlight.

8.A.03 Established forms are in place for water transportation activities.

Explanation: Forms are in appropriate numbers and places for use. These include but may not be limited to: a) a list of equipment found in each boat; b) field injury report forms; c) first aid kit contents; d) driving test procedures in staff orientation manual.

8.A.04 There are driver screening, testing, and training procedures in place.

8.A.05 Boats and personnel have appropriate licenses for operation.

Explanation: All licenses and registrations must be current and on file.

--B. Environment Understanding--

8.B.01 Boats are selected for use and are appropriate for the intended area of operations.

Explanation: These include but may not be limited to: a) appropriate size of vessel and power source; (b) environmental consideration; c) potential obstacles; d) potential limitations of operation; e) approach and departure areas.

--D. Conducting the Activity--

8.D.01 Appropriate logistical operating procedures are in place.

Explanation: These include but may not be limited to: a) the use of appropriate protective equipment (e.g., PFDs); b) swimming evaluations; c) night procedures; d) day procedures (e.g., sun exposure prevention); e) operating procedures in limited visibility (e.g., fog); f) towing procedures; g) communication procedures; h) capsizing procedures; i) particular cautions for area (e.g., water hazards, local operating procedures); j) loading and unloading procedures; k) weather considerations; l) person overboard procedures; m) other emergency procedures; n) proper portage carries.

--E. Emergency Procedures--

8.E.01 Staff are knowledgeable of what is needed to conduct water search and rescue and/or medivac procedures, including the agencies that must be contacted.

8.E.02 Appropriate methods of communication are in place to operate water search and rescue and/or medivac procedures.

Explanation: These include but may not be limited to: 1) establishing communications with boat crew; 2) contingency plans in place to inform crew of site conditions if radio communication is not possible; 3) use appropriate channels (e.g., Coast Guard communications) when available for docking communication.

--F. Clothing and Equipment--

8.F.01 Staff have appropriate equipment, or the ability to improvise when necessary, to conduct water search and rescue and/or medivac procedures.

8.F.02 Participants have, or are provided with, adequate protective clothing.

Explanation: Staff are aware that boat speeds can increase the wind chill factor dramatically, and that immersion in cold water is also a significant hazard, and must be provided for.

Section 9. AIR

--A. General--

9.A.01 The use of helicopters and airplanes for emergency medical transportation are considered and implemented for appropriate sites.

Explanation: While not all program areas can or should be expected to have planes or helicopters, there are program areas and activities where planes or helicopters can play a pivotal role in search and rescue, medivac procedures, and/or for transporting participants to and from program areas. If this is the case, procedures are in place and have been practiced whenever possible.

9.A.02 Aircraft owned and operated by the program have valid certificates, registrations, and weight and balance sheets, and pilots have current licenses and ratings required.

Explanation: All appropriate certificates and licenses must be current and on file.

--B. Environment Understanding--

9.B.01 Pre-planned landing zones are appropriately selected and monitored and staff have the ability to select and monitor usable unplanned landing sites.

Explanation: If a helicopter or plane is required to assist with an incident, site considerations to secure an appropriate landing zone include but may not be limited to: a) appropriate area size; b) limited slope level; c) potential obstacles; d) limitation of loose debris; e) determination and indication of wind direction; f) approach and departure areas.

--D. Conducting the Activity--

9.D.01 Appropriate ground operations are in place to maintain safety.

Explanation: These include but may not be limited to: a) use of eye and ear protection; b) no smoking in specified areas; c) loading and unloading procedures; d) night procedures; e) minimum distance for personnel away from landing zone; f) particular cautions for area including environmental factors like slopes, wind, precipitation; g) maintaining appropriate supervision during evacuation.

--F. Clothing and Equipment--

9.F.01 When possible and appropriate, programs have the ability to improvise equipment to conduct air search and rescue and/or medivac procedures.

9.F.02 Participants have, or are provided with, adequate protective clothing.

Explanation: Staff understand the effects of propeller and rotor currents on the wind chill factor.

CHAPTER V

Technical Skills - Land

(Note: If a number is not listed within a section, that number category is not applicable to the activity being described.)

Section 10. HIKING

--A. General--

10.A.01 Program staff have the skills, knowledge, and experience to conduct hiking and to meet the risk management, operational, and curriculum expectations of this activity.

10.A.02 Program staff keep up-to-date on changes in technology and procedures for hiking.

10.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations related to hiking.

10.A.04 Program staff are aware of and limit the potential environmental or cultural impact of hiking programs.

10.A.05 Hiking activities may combine a number of other skills found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

10.B.01 Staff are familiar with the terrain selected.

Explanation: Familiarity does not necessarily imply previous experience with the specific route or program area. It does imply that there is enough familiarity with the terrain in which activities take place so that the focus can be on the participants, and on the curriculum and program goals. Staff have knowledge of the terrain and understand the conditions as well as the educational and/or therapeutic possibilities for the participants.

10.B.02 The terrain selected is appropriate for the level of participant skills.

Explanation: Staff are aware that participants can come to harm if they are exposed to a route that is beyond their level of physical or psychological readiness.

10.B.03 Staff are aware of the appropriate history of the area where hiking experiences are conducted.

Explanation: History of an area is dependent on the context of the situation and may include legislative, cultural, programmatic, and/or environmental issues.

--C. Human Understanding--

10.C.01 The hiking goals are identified and activities are adapted to meet the needs and abilities of the participants.

10.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

10.D.01 The program has a written policies and procedures manual for the conduct of this activity.

10.D.02 Participants are provided with adequate instruction.

Explanation: This includes but may not be limited to: a) clothing; b) equipment; c) food; d) navigation; e) conduct on the route; f) injury prevention; and, g) the appropriate information, practice, experience and evaluation in the appropriate sequence.

10.D.03 Adequate supervision is provided. Participants are provided with adequate supervision considering their cognitive, emotional, psychological and physical abilities and the program goals and activities.

10.D.04 Participants proceed at a pace which is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: The strenuousness of the activity is adjusted to be appropriate for all group members and consistent with the program goals. "Slow as the slowest person" is appropriate if the group has agreed that travel together is the activity goal. There are times when a person is physically, mentally or emotionally unable to complete an activity and should no longer participate.

10.D.05 Experiences are sequenced appropriately.

10.D.06 Participants engage in appropriate warm-up activities prior to hiking.

10.D.07 If programming is conducted in diminished conditions (e.g., at night, potential avalanche terrain), it is limited to appropriate times and appropriate safety precautions are in place.

10.D.08 There are appropriate staff:participant ratios to provide supervision and to meet the program's curriculum goals for hiking activities.

10.D.09 Participants are prepared and briefed, and then debriefed following the hiking experience in accordance with the program goals, methods and curriculum.

10.D.10 Appropriate assessment and planning procedures are conducted by participants, field and administrative staff.

--E. Emergency Procedures--

10.E.01 Staff can perform appropriate emergency procedures for the hiking routes.

Explanation: Adequate first aid and rescue equipment is available. Staff know how to improvise in the event the equipment or procedures will not work. Staff are able at a minimum to affect simple rescues from hiking situations, and the program has a system for timely access to trained rescue and/or medical personnel.

10.E.02 The program has established boundaries, rendezvous times, and emergency notification protocols for what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

10.E.03 Appropriate emergency equipment is available.

Explanation: Emergency kits, clothing, shelter, and food are provided for hiking trips beyond the facility or roadhead.

10.E.04 Adequate levels of support are available for rescue operations.
Explanation: The program has identified if any outside emergency support is available and if so, how to access that support in a timely manner. Participants have been informed of the available rescue and medical support.

10.E.05 Participants are properly prepared for emergency procedures.

--F. Clothing and Equipment--

10.F.01 Participants have or are provided with the appropriate clothing and equipment.
Explanation: It is understood that the kinds of clothing and equipment will vary depending on the length of the hike, the type of terrain, and the weather which could be encountered.

10.F.02 Equipment is cared for in an appropriate manner.

10.F.03 Appropriate inspection of equipment and associated protective gear prior to participant use.

10.F.04 A record of purchase and maintenance of hiking related equipment is kept.

10.F.05 The program keeps a usage and conditions log of equipment that could have an effect on the safety of participants while hiking.

10.F.06 Staff teach the use of equipment in an appropriate manner.

--G. Nourishment--

10.G.01 Participants have or are provided with adequate nourishment and water.
Explanation: It is understood that the amount of water and food will vary depending on the length of the hike, the type of terrain, and the weather which could be encountered.

Section 11. RUNNING

--A. General--

11.A.01 Program staff have the skills, knowledge, and experience to conduct running experiences and to meet the risk management, operational, and curriculum expectations of this activity.

11.A.02 Program staff keep up-to-date on changes in technology and procedures for running.

11.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations where running occurs.

11.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

--B. Environmental Understanding--

11.B.01 Staff are familiar with the terrain selected.
Explanation: Staff have knowledge of the terrain and understand the conditions as well as the educational and/or therapeutic possibilities for the participants.

11.B.02 The terrain selected is appropriate for the level of participant skills.
Explanation: Staff understand that participants can come to harm if they are exposed to a route or a level of cardiovascular exercise that is beyond their level of physical or psychological readiness.

11.B.03 Proper activity preparations are conducted.

11.B.04 Inspection of adventure activity area is appropriately conducted.

11.B.05 Staff are aware of the appropriate history of the area where the running experience is conducted.

--C. Human Understanding--

11.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

11.C.02 If entering cold water during or at the end of the run is part of the activity, then additional participant health concerns are addressed.
Explanation: If going into a stream, lake, or the ocean during or following a run is incorporated, staff consider heart rate changes, especially with older participants and those with identified heart conditions.

--D. Conducting the Activity--

11.D.01 The program has a written policies and procedures manual for the conduct of this activity.

11.D.02 Participants are provided with adequate instruction.
Explanation: Participants are instructed in running techniques when appropriate. The terrain and length of the run determine the kinds of stretching exercises and pacing required.

11.D.03 Adequate supervision is provided.
Explanation: Participants are briefed as to the route and the checkpoints. When appropriate, staff run with participants and they are appropriately positioned in the group.

11.D.04 Appropriate pace which is for all group members and which will reasonably prevent injury or illness.
Explanation: Instruction including advice on a pace that will allow the participant to navigate and avoid hazards such as rocks, holes, wet areas, etc.

11.D.05 Running experiences are sequenced appropriately.

11.D.06 Appropriate warm-up activities are conducted.

11.D.07 If running is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

11.D.08 There are appropriate staff:participant ratios for running activities.

11.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

11.D.10 Appropriate assessment and planning procedures are conducted.

11.D.11 Appropriate safety procedures are followed.

--E. Emergency Procedures--

11.E.01 Staff can perform appropriate emergency procedures for running activities.

11.E.02 If going in water is included in the run, staff have inspected it for environmental hazards.

Explanation: These include but may not be limited to: a) broken glass; b) sharp rocks or objects; c) entry and access points; d) visibility; e) temperature.

11.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: These include but may not be limited to: emergency notification plans if not returned by a certain time; and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

11.E.04 Appropriate emergency equipment is available.

11.E.05 Adequate levels of support are available for rescue operations.

11.E.06 Participants should be properly prepared for emergency procedures.

--F. Clothing and Equipment--

11.F.01 Participants have or are provided with appropriate clothing and equipment.

Explanation: Participants have or are provided with appropriate footwear and clothing for the terrain and climate.

--G. Nourishment--

11.G.01 Fluids are provided for long and/or competitive runs.

Explanation: Because dehydration can occur on runs no matter what the temperature, PAS reviewers will want to know whether fluids will be carried, supplied en route, and/or be available at the end of runs.

Section 12. INITIATIVE GAMES AND PROBLEM-SOLVING EXERCISES

--A. General--

12.A.01 Program staff have the skills, knowledge, and experience to conduct initiative games and problem-solving excercises and to meet the risk management, operational, and curriculum expectations of these activities.

Explanation: Program staff understand that initiatives are individual and group problem solving situations that are short term, tangible, completion exercises with physical, mental, and social dimensions, and are to be solved by participants. PAS reviewers will also want to be sure that staff understands that these exercises are participant centered.

12.A.02 Program staff keep up-to-date on changes in technology and procedures for initiative games and problem-solving exercises.

Explanation: Because new and better designs and changes in procedures are constantly evolving, the program has a system for staying up-to-date so that informed decisions regarding changes can be made.

--B. Environmental Understanding--

12.B.01 The location is appropriate for the initiative activities that are planned.

Explanation: Staff are aware that proper environmental conditions are critical for fostering the appropriate conduct of initiative activities, as well as for enhancing the educational/therapeutic possibilities.

12.B.02 Proper construction and activity preparations are conducted.

12.B.03 Inspection of the activity area is conducted appropriately and adjustments are made accordingly.

--C. Human Understanding--

12.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

Explanation: Staff are aware that initiatives offer a variety of possibilities and their value to participants is often dependent on proper assessment of participant needs and program goals. Initiatives are conducted in a manner that focuses strong attention to the integration (transfer) of beneficial change for the participant.

12.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

12.D.01 The program has a written policies and procedures manual for the conduct of this activity.

12.D.02 Adequate instruction is provided.

12.D.03 Appropriate supervision is provided.

Explanation: Staff follow the current and standard practices for initiative exercises. Some conditions may necessitate specific and direct observation and instruction by staff. Supervision is implemented accordingly.

12.D.04 The exercises proceed at a pace which is appropriate for all group members and which will reasonably prevent injury.

12.D.05 Initiative experiences are sequenced appropriately.

Explanation: Initiative exercises and related communications skills are taught in a progressive manner and level of complexity appropriate for the skill level of the participants.

12.D.06 Participants engage in appropriate warm-up activities.

Explanation: Staff are aware that initiatives can require using one's body in ways that are different than some participants' everyday movement, and that the potential of injuries and residual muscle soreness can be reduced through proper warm-up activities.

12.D.07 When appropriate, staff teach participants how to spot for each other.

Explanation: Because learning how to support and protect someone's head and upper body when he/she is

falling can prevent serious injury, this technique is taught before participants conduct initiatives that require the ability to spot. Participants are also taught the difference between "spotting" and "catching."

12.D.08 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

12.D.09 Appropriate staff:participant ratios exist for the activity.

12.D.10 Participants are appropriately prepared and briefed, and then debriefed following the experience.

12.D.11 Appropriate assessment and planning procedures are conducted.

12.D.12 Appropriate safety procedures are followed.

--E. Emergency Procedures--

12.E.01 Staff can perform appropriate emergency procedures for the sites where initiatives are conducted.

Explanation: Adequate rescue and first aid equipment is available at the site. Staff are able to improvise in the event the prescribed equipment or procedures will not work.

12.E.02 Areas are inspected for environmental hazards.

12.E.03 Emergency and repair kits are available when appropriate.

12.E.04 Adequate levels of support are available for rescue operations.

12.E.05 Participants are properly prepared for emergency procedures.

--F. Clothing and Equipment--

12.F.01 Participants have or are provided with appropriate clothing and equipment.

Explanation: When protective gear such as helmets and harnesses are used on elements requiring it, each piece is securely and properly fastened. If helmets are worn by participants, then they are also worn by spotters.

12.F.02 Participants remove from their bodies and clothing any objects that could lead to injury.

Explanation: Staff are aware that some initiatives require clothing that gives the participants freedom of movement and/or protection from abrasion, and that objects such as earrings, rings, or pocket knives can get caught or cause injury.

12.F.03 Initiatives equipment is cared for in an appropriate manner.

Explanation: Some initiative equipment such as nerf or tennis balls, rubber chickens, etc., requires little or no care or maintenance. Other pieces, such as ropes and carabiners, must be properly cared for. Other appropriate guidelines include but may not be limited to: a) proper rope care; b) checking initiative equipment at the beginning of each session; c) retiring equipment that is no longer functional or adequate; d) purchase, maintenance, and replacement of initiative equipment is properly recorded.

12.F.04 Appropriate inspection of equipment and associated protective gear prior to participant use.

12.F.05 The purchase or rental, use, maintenance, and replacement of initiatives equipment is properly conducted and recorded.

12.F.06 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

--G. Nourishment--

12.G.01 Participants are supplied with appropriate adequate levels of food and water.

Section 13. HIGH AND LOW ROPES/CHALLENGE COURSES

--A. General--

13.A.01 Program staff have the skills, knowledge, and experience to conduct low and high ropes/ challenge course elements and to meet the risk management, operational, and curriculum expectations of each of these activities including the differences in safety protocol for each.

13.A.02 Program staff keep up-to-date on changes in technology and procedures for ropes/challenge courses.

Explanation: Because new and better designs and changes in procedures evolve rapidly, the program has a system for staying up-to-date so that informed decisions regarding changes can be made.

--B. Environmental Understanding--

13.B.01 The program uses or has built high ropes/challenge courses with hard and soft materials for construction, anchoring, fastening, securing and belaying methods which meet accepted standards.

Explanation: Administration and staff know the following terminology and accepted usage and standards for: a) strand vises; b) thimble eyes; c) cable (kinds, materials, diameters and tensile strengths; d) ropes (kinds, materials, diameters, and tensile strengths; e) helmets.

Even though many programs have relied upon outside vendors to construct their ropes/challenge courses, program staff are still responsible for having a working knowledge of the accepted standards for the construction and conduct of ropes/challenge course elements. Administration and staff have familiarity with and knowledge of the following associated terminology and accepted usage and standards: 1) safe working load; 2) minimum breaking strength; 3) sag/span ratio; 4) strand vises; 5) thimble eyes; 6) cable (kinds, materials, diameters, and tensile strengths); 7) ropes (kinds, materials, diameters, and tensile strengths); 8) carabiners (kinds, materials, strengths); 9) pulleys (kinds, sizes, strengths); 10) belay devices (kinds, materials, strengths); 11) static and dynamic belay methods; 12) harnesses (kinds, materials, strength); 13) helmets.

Safe working loads and minimum breaking strengths that well exceed the limits which a human being can withstand have been established to compensate for environmental and other conditions. Administration and staff understand that the strength - the integrity - of any ropes/challenge course element and anchoring associated with it can be seriously affected by environmental conditions. The latter includes but is not limited to: a) trees with diseases not visible or obvious; b) high winds; c) intensive sun; d) lightning; e) freeze/thaw cycles; f) damage to root systems. It is also important to understand that any set-up used reduces the strength of the individual material used. Bends and knots in ropes or cables; clamps on cables; angles, twist, and turns; and the contact of one kind of material with another are some of the set-up conditions that cause this.

13.B.02 Inspection of activity area is conducted appropriately and adjustments are made accordingly.

--C. Human Understanding--

13.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

13.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

13.D.01 The program has a written policies and procedures manual for the conduct of this activity.

13.D.02 Adequate instruction is provided.

13.D.03 Adequate supervision is provided.

13.D.04 Activities are sequenced so that participants proceed to more complex elements after appropriate assessment and preparation.

Explanation: Participants understand and demonstrate basic skills in spotting and belaying before moving to higher, more exposed elements. Staff assess participants' strength, balance, agility, and psychological readiness.

13.D.05 Participants engage in appropriate warm-up exercises.

Explanation: Staff are aware that ropes/challenge course activities require using one's body in ways often new and different from everyday movement, and that injuries and post-activity soreness may be reduced through proper warm up exercises. Raising the basal heart rate may also be an important consideration depending upon the condition of the participants.

13.D.06 Staff teach participants how to spot for each other on low ropes/challenge elements.

Explanation: Because learning how to support and protect someone's head and upper body when he/she is falling can reduce the possibility of injury, this technique is taught before participants go on to any ropes/challenge course elements. Participants are also taught the difference between "catching" and "spotting."

13.D.07 If programming is conducted in diminished conditions, it is limited to appropriate times, and adequate precautions are included.

13.D.08 There are appropriate staff:participant ratios for challenge course activities.

13.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

13.D.10 Appropriate assessment and planning procedures are conducted.

13.D.11 Appropriate safety procedures are followed.

Explanation: This includes but is not limited to: making appropriate efforts to keep participants out of obvious areas of hazard from falling objects.

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--E. Emergency Procedures--

13.E.01 Staff have the appropriate theoretical and practical training in ropes/ challenge course rescue, and adequate rescue equipment is available at the ropes/ challenge course site.

Explanation: In addition to being able to lower able and functioning participants from elements, it is sometimes necessary to evacuate injured or psychologically immobile participants from elements. Staff have the proper evacuation equipment and skills, and are able to improvise in situations where the prescribed equipment and/or procedures will not work.

13.E.02 Areas are inspected for environmental hazards.

13.E.03 Appropriate emergency equipment is available.

13.E.04 Adequate levels of support are available for rescue operations.

--F. Clothing and Equipment--

13.F.01 Participants wear appropriate clothing and equipment.

Explanation: When protective gear (helmets, harnesses) is used on elements requiring it, each piece is securely and properly fastened. Proper wheelchairs are used/provided for participants needing them. If helmets are worn by people on the ropes course, then they are also worn by belayers.

13.F.02 Participants remove objects from their body and clothing that could lead to injury.

Explanation: Staff are aware that some ropes/challenge course elements require clothing that may seem inappropriate for the weather, including but not limited to wearing long sleeve shirts and pants on a hot day, and that objects such as earrings, rings, or pocket knives can get caught or cause injury.

13.F.03 Equipment is cared for in an appropriate manner.

13.F.04 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

Explanation: The program has its ropes/challenge course formally inspected annually, staff inspect elements before each use, and equipment is cared for and logged in an appropriate manner. Whether programs rely on outside vendors or their own staff to make regular inspections of their ropes/challenge course elements, such inspections must take place and be documented at least annually. More frequent inspections may be necessary depending upon usage and weather conditions. A log book for recording essential information on ropes and equipment use must be kept. Ropes/challenge course elements and related support equipment must be replaced according to the guidelines for each. The considerations for replacement include but are not limited to, a) exposure to ultraviolet light; b) damage from falls; c) lightning strikes; d) exposure to freeze/thaw cycles.

Staff conduct an inspection of the ropes/challenge course and protective gear prior to participants' use. A pre-use visual inspection of each element and the protective gear to be used provides a back-up to the overall safety scheme, and provides an opportunity to discover any tampering or overlooked item. This inspection is not meant to be a strength of materials test or extensive check of fastenings, etc.

13.F.05 The purchase, maintenance, and replacement of challenge course equipment is properly conducted and recorded.

13.F.06 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

--G. Nourishment--

13.G.01 Participants have or are provided with the appropriate nourishment.

Section 14. ORIENTEERING

--A. General--

14.A.01 Program staff have the skills, knowledge, and experience to conduct orienteering and to meet the risk management, operational, and curriculum expectations of this activity.

14.A.02 Program staff keep up-to-date on changes in technology and procedures for orienteering.

14.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

14.A.04 Program staff are aware of and limit potential environmental and/or cultural impact of orienteering programs.

14.A.05 This activity may combine a number of other skills found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

14.B.01 Staff are familiar with the orienteering course and terrain.

Explanation: Staff understand the conditions of the terrain and the educational and/or therapeutic possibilities for the participants. Staff are aware that familiar terrain can change as a result of weather or other natural phenomena, and that the activity often involves off-trail obstacles such as swamps, streams, dense underbrush.

14.B.02 Staff use appropriate terrain for the skill level of participants.

Explanation: Staff are aware that participants can quickly become lost or wander into terrain which is beyond their capabilities, and that such terrain includes but may not be limited to: a) swift water; b) cliffs; c) ravines; d) dense underbrush.

14.B.03 Proper activity preparations are conducted.

14.B.04 Staff are aware of the appropriate history of the area where orienteering experiences are conducted.

Explanation: History of an area is dependent on the context of the situation and may include legislative, cultural, programmatic, and/or natural history.

--C. Human Understanding--

14.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

14.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

14.D.01 The program has a written policies and procedures manual for the conduct of this activity.

14.D.02 Adequate instruction is provided.

14.D.03 Adequate supervision is provided.

Explanation: While the goal of orienteering is to have participants follow a course on their own, some conditions may necessitate specific and direct observation by staff. Supervision is implemented accordingly.

14.D.04 The activity proceeds at a pace which is appropriate for all group members and which will reasonably prevent injury or illness.

14.D.05 Staff provide the necessary sequential practice in the use of map, compass, and markers before sending participants out on their own.

14.D.06 Participants engage in appropriate warm-up activities.

14.D.07 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

14.D.08 There are appropriate staff:participant ratios for orienteering activities.

14.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

14.D.10 Appropriate assessment and planning procedures are conducted.

14.D.11 Appropriate safety procedures are followed.

--E. Emergency Procedures--

14.E.01 Staff can perform appropriate emergency procedures for orienteering activities.

14.E.02 The program has established boundaries, rendezvous times, and emergency protocols for what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

Explanation: Staff and participants know what to do in any of the above situations.

14.E.03 Emergency equipment is available when appropriate.

14.E.04 Adequate levels of support are available for rescue operations.

14.E.05 Participants should be properly prepared for emergency procedures.

--F. Clothing and Equipment--

14.F.01 Participants have or are provided with adequate clothing and equipment for the kind of terrain and weather orienteering courses will encounter.

Explanation: Because orienteering courses may take place anywhere from a playing field to the mountains,

through dense underbrush or on lowland wet terrain, at night or in the winter, participants are prepared for the terrain and weather to be encountered, including but not limited to emergency gear such as whistles, headlamps, and protective clothing.

14.F.02 Equipment is cared for in an appropriate manner.

14.F.03 Appropriate inspection of equipment is conducted prior to participant use.

14.F.04 The purchase or rental, maintenance, and replacement of orienteering equipment is properly conducted and recorded.

--G. Nourishment--

14.G.01 Participants have or are provided with appropriate nourishment.

Section 15. BICYCLE TOURING

--A. General--

15.A.01 Program staff have the skills, knowledge, and experience to conduct bicycle touring and to meet the risk management, operational, and curriculum expectations of this activity.

15.A.02 Program staff keep up-to-date on changes in technology and procedures for bicycle touring.

15.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations of bicycle touring.

Explanation: Participants are informed of and follow the rules and regulations of the area where they are biking. Participants are familiar with the legal statutes governing bike touring where programming is conducted, especially since these vary from one region to another. Participants are informed of and taught to use the techniques that are associated with proper bike riding. These include but may not be limited to: a) proper turning procedures; b) riding single file using proper spacing.

15.A.04 Program staff are aware of and limit the potential environmental and/or cultural impact on bicycle touring routes.

15.A.05 This activity may combine a number of other skills found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

15.B.01 Staff are familiar with the roads and areas where participants will be riding.

Explanation: Appropriate methods of pre-site investigation are conducted by staff in order to understand the road conditions, rules, regulations, potential route variations, and educational/therapeutic possibilities of the biking area. The factors guiding the investigation include but may not be limited to: a) participants' abilities; b) staff knowledge of the area; c) difficulty of the riding conditions of the road. The method may range from having actually biked the road to consulting guidebooks, trail research, and input from other staff.

15.B.02 The terrain selected is appropriate for the level of participant skills.

15.B.03 Proper activity preparations are conducted.

15.B.04 Staff are aware of the appropriate history of the area where bicycle touring is conducted.

Explanation: History of an area is dependent on the context of the situation and may include legislative, cultural, programmatic, and/or natural history.

--C. Human Understanding--

15.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

15.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

15.D.01 The program has a written policies and procedures manual for the conduct of this activity.

15.D.02 Adequate instruction is provided.

Explanation: This includes but may not be limited to: a) proper clothing; b) equipment; c) food; d) navigation; e) conduct on the route; and f) injury prevention.

15.D.03 Adequate supervision is provided.

Explanation: Factors governing supervision include but may not be limited to: a) level of traffic congestion; b) length of the bike ride; c) goal of the riding experience; d) number of multiple roads and intersections; e) when to walk and not to ride due to dangerous conditions (e.g., crossing busy intersections, through congested parking lots, or other unregulated traffic areas; f) inclement weather; g) proper positioning of participants and staff. Some of these conditions may necessitate direct visual observation by staff.

15.D.04 Participants bike at appropriate levels of control and speed.

Explanation: The speed at which participants can safely travel is influenced by factors including, but not limited to: a) road conditions; b) level of traffic congestion; c) participant skill level. Travel speeds are set according to these conditions.

15.D.05 Experiences are sequenced appropriately.

Explanation: Biking techniques and related skills are taught in a progressive manner. These skills include but may not be limited to: a) when to bike and when to walk; b) how to pedal and ride up and down hills; c) gear shifting; d) how to maintain and repair a touring bike; e) proper procedures for riding in traffic. Participants are well off the road when they are resting and/or waiting. Participants are taught appropriate methods of communicating traffic and road conditions to one another.

15.D.06 Participants engage in appropriate warm-up activities prior to riding.

15.D.07 If programming is conducted at night or during other diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

Explanation: If cyclists must travel during times of diminished vision, appropriate lighting, clothing, and reflection is used. While bike touring should be limited to appropriate visual conditions, there are times when travel under limited vision occurs, such as fog, dawn, dusk, or times where it may be safer to continue riding than to stop. If night riding occurs, participants are informed of potential dangers, and appropriate steps are taken to reduce the hazards that exist.

15.D.08 There are appropriate staff:participant ratios for bicycle touring activities.

15.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

15.D.10 Appropriate assessment and planning procedures are conducted.

15.D.11 Appropriate safety procedures are followed.

--E. Emergency Skills--

15.E.01 Staff can perform appropriate emergency skills.

Explanation: Staff have appropriate first aid kits and supplies, knowledge and locations of all medical facilities en route, and the ability to contact support personnel. Motorized support vehicles are used with certain groups - especially beginners - for long distances in remote areas, and in areas with heavy traffic.

15.E.02 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: These include but are not limited to: emergency notification plans if not back by a certain time and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

15.E.03 Appropriate emergency equipment is available.

Explanation: Appropriate repair kits are carried by the group. Repair items include but may not be limited to: a) spare inner tubes that fit the bicycles being ridden; b) pump; c) patch kit; d) screw driver(s); e) pliers; f) adjustable wrench; g) other appropriate bike tools.

15.E.04 Appropriate support is available for emergency operations.

15.E.05 Participants are properly prepared for emergency procedures.

--F. Clothing and Equipment--

15.F.01 Participants have appropriate clothing and equipment.

Explanation: Participants and staff wear helmets, gloves, appropriate clothing, and other protective gear appropriate for the conditions. Helmets are required . Other items may be appropriate for the conditions, including but not limited to: gloves, appropriate clothing (e.g., reflective shirts), padding, protective eyewear, rear view mirrors, shirts, and rear mounted antennae with reflective flag. Participants have or are outfitted with bicycles that are appropriately designed and fitted. Bicycles are structurally sound and in good repair, have adequate gears, gear ratios, and brakes, and are the proper size.

15.F.02 Equipment is cared for in an appropriate manner.

15.F.03 Bikes are inspected at appropriate times to assist in preventing potential breakdowns.

Explanation: Inspections of bikes during appropriate intervals (e.g., daily) can help to prevent potential equipment breakdowns. Such inspections may include but may not be limited to checking: a) wheels, b) bottom brackets, c) pedals, d) headset, e) brakes, f) wheel trueness, g) bolts.

15.F.04 The purchase or rental, maintenance, and replacement of touring bikes and equipment is properly conducted and recorded.

Explanation: This includes but may not be limited to: a) the proper inflation of tires; b) properly adjusted brakes; c) appropriate lubrication and adjustment of bearings; d) appropriate replacement of wheel chains; e) safety check

before leaving on a trip.

15.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

15.F.06 Staff teach the use and repair of equipment in an appropriate manner.

Explanation: Participants have an appropriate understanding of how their touring bike works. For accident prevention and emergency repairs, participants have an appropriate understanding of how to maintain and repair their bikes. Staff have an advanced understanding of touring bike mechanics and repairs because touring bikes often require a great deal of repair, sometimes beyond the knowledge level of the participant and usually a long distance away from the nearest bike shop.

--G. Nourishment--

15.G.01 Participants have adequate levels of food and water.

Explanation: Because dehydration and fatigue can happen quickly in this activity, and can go unnoticed as a result of conditions, all bikes must have the means of carrying water bottles when appropriate.

Section 16. MOUNTAIN BIKING

--A. General--

16.A.01 Program staff have the skills, knowledge, and experience to conduct mountain biking experiences and to meet the risk management, operational, and curriculum expectations of this activity.

16.A.02 Program staff keep up-to-date on changes in technology and procedures for mountain biking.

16.A.03 Staff are aware of and comply with access and legal statutes and are aware of the potential environmental impact where riding will take place.

Explanation: Participants are informed of and follow the rules and regulations of the area where they are biking. It is essential for participants to be familiar with the legal statutes governing mountain biking where programming is conducted, especially since these vary from one region to another.

The program follows a standard of finding an alternative site if the proposed area would be subjected to inappropriate environmental damage or go against existing restrictions.

16.A.04 Program staff are aware of and limit the potential environmental and/or cultural impact on mountain biking routes.

16.A.05 This activity may combine a number of other skills found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

16.B.01 Staff are familiar with the trails and areas where participants will be riding.

Explanation: Appropriate methods of pre-site investigation are conducted by staff in order to understand the road conditions, rules, regulations, potential route variations, and educational/therapeutic possibilities of the biking area. The factors guiding the investigation include but may not be limited to: a) participants' abilities; b) staff knowledge of the area; c) difficulty of the riding conditions of the trail. The method may range from having actually ridden the trail to consulting guidebooks, trail research, and input from other staff.

16.B.02 The terrain selected is appropriate for the level of participant skills.

16.B.03 Proper activity preparations are conducted.

16.B.04 Staff are aware of the appropriate history of the area where mountain biking experiences are conducted.

Explanation: History of an area is dependent on the context of the situation and may include legislative, cultural, programmatic, and/or natural history.

--C. Human Understanding--

16.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

16.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

16.D.01 The program has a written policies and procedures manual for the conduct of this activity.

16.D.02 Adequate instruction is provided.

Explanation: This includes but may not be limited to: a) proper clothing, b) equipment, c) food, d) navigation, e) conduct on the route, and f) injury prevention.

16.D.03 Adequate supervision is provided.

Explanation: Factors governing supervision include but may not be limited to: a) participant ability; b) difficulty of terrain; c) length of the bike ride; d) goal of the riding experience; e) number of multiple trails and intersections, f) proper positioning of staff and participants; g) when not to ride due to dangerous conditions; h) appropriate staggering of cyclists; i) inclement weather conditions. Some of these conditions may necessitate direct visual observation by staff.

It is also recognized that mountain bikers use trails where they will encounter other bikers, horseback riders, hikers, and other users. Participants are informed as to how to interact with such users.

16.D.04 Participants bike at appropriate levels of control and speed.

Explanation: The speed at which participants can safely travel is influenced by factors including but not limited to: a) road conditions; b) level of traffic congestion; c) participant skill level; d) the speed at which a participant is comfortable falling. Travel speeds are set according to these conditions.

16.D.05 Experiences are sequenced appropriately.

Explanation: Biking techniques and related skills are taught in a progressive manner. These skills include but may not be limited to: a) when to bike and when to walk; b) how to pedal and ride up and down hills; c) gear shifting; d) how to maintain and repair a mountain bike; e) proper procedures for riding in traffic.

16.D.06 Participants engage in appropriate warm-up activities prior to mountain biking activities.

16.D.07 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

Explanation: If cyclists must travel during times when visibility is diminished, appropriate lighting, clothing, and reflection is used. While mountain biking is limited to appropriate visual conditions, there are times when travel under limited vision occurs, including fog, dawn, and dusk.

16.D.08 There are appropriate staff:participant ratios for mountain biking activities.

16.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

16.D.10 Appropriate assessment and planning procedures are conducted.

16.D.11 Appropriate safety procedures are followed.

--E. Emergency Skills--

16.E.01 Staff can perform appropriate emergency skills.

Explanation: Staff have appropriate first aid kits and supplies, knowledge and locations of all medical facilities en route, and the ability to contact support personnel. Motorized support vehicles are used with certain groups, especially beginners, and for long distances in remote areas, and in areas with heavy traffic.

16.E.02 Areas are inspected for environmental hazards.

16.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: These include but are not limited to: emergency notification plans if not back by a certain time, and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

16.E.04 Appropriate emergency equipment is available when appropriate.

Explanation: Appropriate repair kits are carried by the group. Repair items may include but may not be limited to: a) spare inner tubes that fit the bicycles being ridden; b) pump; c) patch kit; d) screw driver(s); e) pliers; f) adjustable wrench; g) other appropriate tools.

16.E.05 Adequate levels of support are available for rescue operations.

16.E.06 Participants are properly prepared for emergency procedures.

--F. Clothing and Equipment--

16.F.01 Participants have or are provided with appropriate clothing and equipment.

Explanation: Because mountain biking requires specially designed bikes to handle the demands of off the road travel, bicycles must be structurally sound and in good repair, have adequate gears, gear ratios, and brakes, and be the proper size. Under almost all conditions, helmets and gloves are required for mountain biking. Other items may also be appropriate for the conditions, including tear-resistant clothing and padding and protective eyewear.

16.F.02 Equipment is cared for in an appropriate manner.

16.F.03 Appropriate inspection of equipment and associated protective gear prior to participant use.

Explanation: Bikes are inspected at appropriate times to assist in preventing potential breakdowns. Inspections of bikes during appropriate intervals (e.g., daily) can help to prevent potential equipment breakdowns. Such inspections may include but may not be limited to checking: a) wheels, b) bottom brackets, c) pedals, d) headset, e) brakes, f) wheel trueness, g) bolts.

16.F.04 The purchase or rental, maintenance, and replacement dates of mountain

bikes and equipment is properly conducted and recorded.

Explanation: This includes but may not be limited to: a) the proper inflation of tires; b) properly adjusted brakes; c) appropriate lubrication and adjustment of bearings; d) appropriate replacement of wheel chains; (e) safety checks.

16.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

16.F.06 Staff teach the use of equipment in an appropriate manner.

Explanation: Both for accident prevention and emergency repairs, participants are taught how to maintain and repair their bikes. Staff have an advanced understanding of mountain bike mechanics and repair techniques. Staff must understand more advanced repair techniques, especially wheel and brake repairs, because mountain bikes often require a great deal of repair, sometimes beyond the knowledge level of the participant and usually a long distance away from the nearest bike shop.

--G. Nourishment--

16.G.01 Participants have adequate levels of food and water.

Explanation: Because dehydration and fatigue can happen quickly in this activity, and can go unnoticed as a result of conditions, all bikes must have the means of carrying water bottles.

Section 17. BOULDERING

--A. General--

17.A.01 Program staff have the skills, knowledge, and experience to conduct bouldering experiences and to meet the risk management, operational, and curriculum expectations of this activity.

17.A.02 Program staff keep up-to-date on changes in technology and procedures for bouldering.

17.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

17.A.04 Program staff are aware of and limit the potential environmental and/or cultural impact that bouldering might have.

17.A.05 This activity may combine a number of other skills found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

17.B.01 Staff are familiar with the bouldering area.

Explanation: Staff understand the conditions as well as the educational/ therapeutic possibilities of the bouldering area.

17.B.02 The terrain selected is appropriate for the level of participant skills.

17.B.03 The bouldering area is visually inspected and, if necessary, cleaned by the

staff before participants climb.

Explanation: Because environmental conditions can change familiar terrain, including but not limited to new rockfall, blown-down trees, nesting birds, or bees, a site inspection is conducted to confirm whether or not to use the routes on a given program day.

--C. Human Understanding--

17.C.01 Program goals are identified and bouldering activities are adapted to meet the needs and abilities of the participants.

17.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

17.D.01 The program has a written policies and procedures manual for the conduct of this activity.

17.D.02 Adequate instruction is provided.

17.D.03 Adequate supervision is provided.

Explanation: Some factors in an appropriate supervision plan include: a) ability and maturity levels of participants; b) landing area at the base of the climb; c) height of climber off the ground; d) exit route from the top of route; e) size and weight of the climber relative to the spotter; and, f) layout of the bouldering area and associated supervision concerns..

17.D.04 The level of challenge of the activity is adjusted to be appropriate for the individual and consistent with the program goals.

Explanation: This includes but may not be limited to insuring that participants climb no faster than the belayer can take in rope.

17.D.05 Appropriate instruction implies the appropriate information, practice, experience and evaluation in the appropriate sequence..

17.D.06 Appropriate warm-up activities prior to engaging in bouldering activities.

17.D.07 Staff teach participants how to spot for each other.

Explanation: Falling from boulder problems is an expected and common occurrence. Proper positioning for spotting and how to protect key body parts are taught and supervised. Participants are taught the difference between "spotting" and "catching" a person.

17.D.08 There are appropriate staff:participant ratios to provide supervision and to meet the programs curriculum goals for bouldering activities.

17.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

17.D.10 Appropriate assessment and planning procedures are conducted.

17.D.11 Appropriate bouldering specific safety procedures are followed.

Explanation: This includes but is not limited to: a) making appropriate efforts to keep participants out of obvious areas of hazard from falling climbers or objects; b) understanding that the maximum height for bouldering is generally at the level of the spotter's shoulders. These include but may not be limited to: a) an absorbent landing area; b) a high level of skill of the spotters and climbers. If spotting would be an inadequate safety system, climbers must be

belayed.

--E. Emergency Procedures-

17.E.01 Staff have the appropriate theoretical and practical training in rescue, and adequate rescue equipment is available at the site.

Explanation: Staff know how to get injured or psychologically immobile participants down from routes. Staff are able to affect rescues from bouldering situations, and the program should have a system for timely access to trained rescue and/or medical personnel.

17.E.02 Areas are inspected for environmental hazards.

17.E.03 Appropriate support is available for rescue operations.

17.E.04 Participants are properly prepared for emergency procedures.

--F. Clothing and Equipment--

17.F.01 Participants have appropriate clothing and equipment.

Explanation: Helmets are worn primarily to protect against falling rocks and objects. This hazard may not be present in the program's bouldering site(s), and therefore helmets might not be worn.

17.F.02 Participants remove objects from their body and clothing that could lead to injury.

17.F.03 Equipment is cared for in an appropriate manner.

17.F.04 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

Section 18. ARTIFICIAL WALL CLIMBING

--A. General--

18.A.01 Program staff have the skills, knowledge, and experience to conduct artificial wall climbing and to meet the risk management, operational, and curriculum expectations of this activity.

18.A.02 Program staff keep up-to-date on changes in technology and procedures for artificial climbing walls.

Explanation. Because new and better designs and changes in procedures are constantly evolving, the program has a system for staying up-to-date so that informed decisions regarding changes can be made.

--B. Environmental Understanding--

18.B.01 Staff are familiar with the climbing wall site.

18.B.02 The climbs selected are appropriate for the level of participant skills.

18.B.03 The program uses or has constructed an artificial climbing wall with hard and

soft materials which meet accepted standards.

Explanation: Even though many programs have relied upon outside vendors to construct their artificial walls, program staff are still responsible for having a working knowledge of the accepted standards for the construction and conduct of artificial walls. Appropriate staff need to know the following terminology and accepted usage and standards associated therewith: 1) safe working load (SWL); 2) minimum breaking strength (MBS); 3) carabiners (kinds, materials, strengths); 4) pulleys (kinds, sizes, strengths); 5) belay devices (kinds, materials, strengths); 6) static and dynamic belay methods; 7) belay anchors; and 8) harnesses (kinds, materials, strength).

The wall itself should have four to six inches of pea gravel or chipped rubber at the base, extending eight feet from the farthest overhanging section. Gymnastic matting, or any kind of soft cushioning, may be substituted if it provides equivalent protection.

--C. Human Understanding--

18.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

Explanation: The staff sequence climbing routes according to participants' readiness. Participants understand and demonstrate basic skills of tying into safety systems and, when appropriate, clipping in to anchors. Staff take the appropriate time to assess participants' strength, balance, agility, and psychological readiness.

18.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

18.D.01 The program has a written policies and procedures manual for the conduct of this activity.

18.D.02 Adequate instruction is provided.

Explanation: This includes but is not limited to: a) belaying techniques; b) belay signals; c) lowering technique; d) protection.

18.D.03 Adequate supervision is provided.

18.D.04 Participants climb at an appropriate level of control and speed.

Explanation: This includes but may not be limited to insuring that participants climb no faster than the belayer can take in rope.

18.D.05 Experiences are sequenced appropriately.

18.D.06 Participants engage in appropriate warm-up exercises prior to engaging in climbing wall elements.

Explanation: Because climbing on artificial walls requires using one's body in ways often new and different from everyday movement, staff conduct warm-up exercises designed to reduce injuries and post-activity soreness.

18.D.07 Staff teach participants how to spot for each other.

Explanation: Because learning how to support and protect someone's head and upper body when he/she is falling can prevent serious injury, this technique is taught before any climbing is done unroped and therefore unbelayed. The maximum height for climbing above the spotter is at the spotter's shoulder height. Participants are also taught the difference between "spotting" and "catching."

18.D.08 There are appropriate staff:participant ratios for artificial climbing wall activities.

18.D.09 Participants are appropriately prepared and briefed, and then debriefed

following the experience.

18.D.10 Appropriate assessment and planning procedures are conducted.

18.D.11 Appropriate safety procedures are followed.

Explanation: This includes but is not limited to: making appropriate efforts to keep participants out of obvious areas of hazard from falling climbers or objects. Staff are aware that helmets are not a requirement for artificial climbing walls. Helmets are constructed to protect one's head from falling objects rather than from actually falling.

Participants are not allowed to belay until they have received instruction, have demonstrated understanding of belay signals, and have done enough "catches" and "lowers" to demonstrate competency. Once participants are allowed to belay, they are backed up in an appropriate manner. Safety procedures that should receive attention in a climbing wall situation may include, but are not limited to: 1) attention to falling objects or climbers, 2) spotting techniques, 3) assessment of competency with rope and belay systems, 4) helmet use, 5) assessment of effective harness use, harness tie in.

--E. Emergency Procedures--

18.E.01 Staff have the appropriate theoretical and practical training in artificial climbing wall rescue, and adequate rescue equipment is available at the site.

Explanation: In addition to being able to lower able and functioning participants from a wall, it is sometimes necessary to evacuate injured or psychologically immobile participants. Staff need to have the proper evacuation equipment and skills, and to be able to improvise in situations where the prescribed equipment and/or procedures will not work.

18.E.02 Areas are inspected for environmental hazards.

18.E.03 Appropriate emergency equipment is available.

18.E.04 Adequate levels of support are available for rescue operations.

--F. Clothing and Equipment--

18.F.01 Participants wear the proper clothing and any protective gear is fastened correctly.

Explanation: Almost any clothing is acceptable for artificial climbing walls. As falling is a part of this activity, consideration for the potential of cuts or abrasions enters into clothing decisions. Harnesses and climbing ropes are securely fastened.

18.F.02 Participants must remove objects from their body and clothing that could lead to injury.

Explanation: Jewelry and watches that could catch or snag on holds are removed.

18.F.03 Equipment is cared for in an appropriate manner.

Explanation: This may include but is not limited to: a) proper storage of belay ropes, harnesses, and carabiners; b) tightening and cleaning artificial holds; c) tending to landing area.

18.F.04 An appropriate inspection of the wall and related equipment is conducted prior to each use.

Explanation: This inspection is a back-up to the overall safety scheme, and provides an opportunity to discover any tampering or overlooked item. It is not meant to be a strength of materials or extensive check of fastenings, etc.

18.F.05 The purchase or rental, maintenance, and replacement of equipment is

properly conducted and recorded.

18.F.06 The program keeps a usage and conditions log, and follows an established artificial wall and associated materials inspection schedule.

Explanation: A log book for recording essential information on ropes and equipment use is kept. Holds, bolts, bolt holes, hangers, and related support equipment are replaced according to the guidelines for each. The considerations for replacement include but are not limited to: a) exposure to ultra violet light; b) damage from falls; c) number of times used. Most programs rely upon outside vendors - or their own staff, if experienced - to make regular inspections of their artificial climbing wall. In either case, such inspections take place on a scheduled, regular basis that will determine that holds and belay anchors are secure, and that climbing ropes and harnesses are not damaged.

Section 19. TOP ROPE ROCK CLIMBING

--A. General--

19.A.01 Program staff have the skills, knowledge, and experience to conduct top rope rock climbing and to meet the risk management, operational, and curriculum expectations of this activity.

19.A.02 Program staff keep up-to-date on changes in technology and procedures for top rope rock climbing.

19.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

19.A.04 Program staff are aware of and limit the potential environmental and/or cultural impact on the climbing area.

19.A.05 This activity may combine a number of other skills found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

19.B.01 Staff are familiar with the climbing site and have inspected the routes before participants climb.

Explanation: Staff investigate the climbing site to determine the current conditions as well as the educational and/or therapeutic possibilities. Environmental conditions to be considered include but may not be limited to: new rock fall, loose rocks, and nesting birds or bees.

19.B.02 The climbs selected are appropriate for the level of participant skills.

19.B.03 Proper activity preparations are conducted.

19.B.04 Staff are aware of the appropriate history of the area where top rope climbing experiences are conducted.

Explanation: History of an area is dependent on the context of the situation and may include legislative, cultural, programmatic, and/or natural history.

--C. Human Understanding--

19.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

Explanation: The training area and routes selected are within the physical and psychological capabilities of participants. Participants are not put on routes that are beyond their level of physical and psychological readiness.

19.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

19.D.01 The program has a written policies and procedures manual for the conduct of this activity.

19.D.02 Adequate instruction is provided.

19.D.03 Adequate supervision is provided.

Explanation: Staff maintain contact with participants that will allow them to confirm that knots, harnesses, belaying, and anchors are being used properly.

19.D.04 Experiences are sequenced appropriately.

19.D.05 Appropriate warm-up activities are conducted prior to engaging in more complex activities.

19.D.06 When appropriate, staff teach participants how to spot.

19.D.07 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

19.D.08 There are appropriate staff:participant ratios for top rope rock climbing activities.

19.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

19.D.10 Appropriate assessment and planning procedures are conducted.

19.D.11 Appropriate safety procedures are followed.

Explanation: Safety procedures that should receive attention in top roping situations may include, but are not limited to: 1) attention to falling objects or climbers, 2) spotting techniques, 3) assessment of competency with rope and belay systems, 4) helmet use, 5) assessment of effective harness use, harness tie in, 6) participants tying in if needed, 7) walking ascent and descent of the climbing site, and, 8) edge behavior and appropriate boundaries.

--E. Emergency Procedures--

19.E.01 Staff have theoretical and practical training for climbing rescues, and adequate rescue equipment is available at the site.

Explanation: In addition to being able to lower able and functioning participants from routes, it is sometimes necessary to evacuate injured or psychologically immobile participants. Staff have the proper evacuation equipment and skills, and are able to improvise in situations where the prescribed equipment and/or procedures will not work. Stokes litter or equivalent is available.

19.E.02 Areas are inspected for environmental hazards.

19.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: These include but are not limited to: emergency notification plans if not back by a certain time and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

19.E.04 Appropriate emergency equipment is available.

Explanation: Emergency kits, clothing, shelter, and food are provided when appropriate.

19.E.05 Adequate levels of support are available for rescue operations.

19.E.06 Participants are properly prepared for emergency procedures.

--F. Clothing and Equipment--

19.F.01 Participants have or are provided with appropriate clothing and equipment, including footwear.

Explanation: Helmets are required for top rope rock climbing. Manufactured harnesses, slings, carabiners, and any other gear must be designed for climbing. Nylon webbing may be used for harnesses and slings, but must have adequate tensile strength.

19.F.02 Participants must remove objects from their body and clothing that could lead to injury.

19.F.03 Equipment is cared for in an appropriate manner.

Explanation: Care of ropes and slings includes but is not limited to: a) storing in a dark, dry place; b) avoiding unnecessary exposure to light and dirt; c) using only for climbing activities; d) protecting ropes from sharp edges and contact with corrosive and acid-based products, etc.

19.F.04 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

19.F.05 The purchase, maintenance, and replacement of climbing equipment is properly recorded.

Explanation: These include but are not limited to: a) making sure the purchaser understands the manufacturing and program requirements; b) checking all climbing equipment at the beginning of each program day; c) logging the ways in which the rope was used.

19.F.06 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

Section 20. RAPPELLING

--A. General--

20.A.01 Program staff have the skills, knowledge, and experience to conduct rappelling and to meet the risk management, operational, and curriculum expectations of this activity.

20.A.02 Program staff keep up-to-date on changes in technology and procedures for rappelling.

20.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

20.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

20.A.05 This activity may combine a number of other skills found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

20.B.01 Staff are familiar with the rappelling area and have visually inspected and cleaned it before participants rappel.

Explanation: Staff investigate the climbing site to determine the current conditions as well as the educational and/or therapeutic possibilities. Staff are aware that environmental conditions can change familiar terrain, including new rockfall, loose rocks, and nesting birds or bees.

20.B.02 The terrain selected is appropriate for the level of participant skills.

20.B.03 Proper activity preparations are conducted.

20.B.04 Staff are aware of the appropriate history of the area where rappelling experiences are conducted.

Explanation: History of an area is dependent on the context of the situation and may include legislative, cultural, programmatic, and/or natural history of the climbing area.

--C. Human Understanding--

20.C.01 Program goals are identified and activities are adapted to meet the needs and abilities of the participants.

Explanation: The training area and routes selected are within the physical and psychological capabilities of participants. Participants are not put on routes that are beyond their level of physical and psychological readiness.

20.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

20.D.01 The program has a written policies and procedures manual for the conduct of this activity.

20.D.02 Adequate instruction is provided.

Explanation: While there are many procedures that are similar to rock climbing, there are specific areas of concern that rappelling staff are aware of. These include but are not limited to: a) the use of appropriate gear, such as figure of eight descenders and locking carabiners; b) insuring that loose clothing, equipment, and hair will not become lodged in rappelling devices; c) belay rope is tied around participant's waist; d) appropriate signals for rappelling are used.

20.D.03 Adequate supervision is provided.

Explanation: Staff maintain contact with participants that will allow them to confirm that knots, harnesses,

belaying, and anchors are being used properly.

20.D.04 Experiences are sequenced appropriately.

20.D.05 Appropriate warm-up activities are conducted prior to engaging in more complex rappelling activities.

20.D.06 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

20.D.07 There are appropriate staff:participant ratios for rappelling activities.

20.D.08 Participants are appropriately prepared and briefed, and then debriefed following the rappelling experience.

20.D.09 Appropriate assessment and planning procedures are conducted.

20.D.10 Appropriate safety procedures are followed.

Explanation: A list of procedures the reviewers may want to be attentive to include: 1) appropriate and adequate rapelling and belaying equipment, 2) climbing site supervision especially in regards to edge behavior, falling objects and walking around the site, 3) signals or other forms of communication, 4) anchors, 5) belays, 6) use of helmets, 7) rappel and belay technique is appropriate and adequate, 8) supervision of tie in process.

--E. Emergency Procedures--

20.E.01 Staff have had appropriate theoretical and practical training in climbing rescue, and adequate rescue equipment is available at the site.

Explanation: In addition to being able to lower able and functioning participants from routes, it is sometimes necessary to evacuate injured or psychologically immobile participants. Staff have the proper evacuation equipment and skills, and are able to improvise in situations where the prescribed equipment and/or procedures will not work. Stokes litter or equivalent is available.

20.E.02 Areas are inspected for environmental hazards.

20.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: These include but are not limited to: emergency notification plans if not back by a certain time and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

20.E.04 Appropriate emergency equipment is available when appropriate.

Explanation: Emergency kits, clothing, shelter, and food are provided for trips when appropriate.

20.E.05 Adequate levels of support are available for rescue operations.

20.E.06 Participants are properly prepared for emergency procedures.

--F. Clothing and Equipment--

20.F.01 Participants have or are provided with appropriate clothing and equipment.

Explanation: Helmets are worn by participants and staff. Manufactured harnesses, slings, carabiners, rappel devices, and any other gear must be designed for climbing. Nylon webbing may be used for harnesses and slings, but must have adequate tensile strength.

20.F.02 Rappel ropes and slings are cared for properly.

Explanation: Care of ropes and slings includes but is not limited to the following: a) storing in a dark, dry place; b) avoiding unnecessary exposure to light; c) using only for climbing activities; d) protecting ropes from sharp edges; e) contact with corrosive or acid based products; f) abrasion from dirt.

20.F.03 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

20.F.04 The purchase, maintenance, and replacement of climbing equipment is properly recorded.

Explanation: This includes but may not be not limited to: a) making sure the purchaser understands the manufacturing and program requirements; b) checking all climbing equipment at the beginning of each program day; c) logging rope usage, including type of use.

20.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

20.F.06 Staff teach the use of equipment in an appropriate manner.

--G. Nourishment--

20. G.01 Participants have or are provided with the appropriate nourishment.

Explanation: Staff are aware that participants can become dehydrated while climbing, so adequate liquids are provided for.

Section 21. LEAD CLIMBING

--A. General--

21.A.01 Program staff have the skills, knowledge, and experience to conduct lead climbing and to meet the risk management, operational, and curriculum expectations of this activity.

21.A.02 Program staff keep up-to-date on changes in technology and procedures for lead climbing.

21.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

21.A.04 Program staff are aware of and limit the potential environmental and/or cultural impact on the climbing area.

21.A.05 This activity may combine a number of other skills found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

21.B.01 Staff are familiar with the climbing site and have inspected the routes before participants climb.

Explanation: Staff investigate the climbing site to determine the current conditions as well as the educational and/or therapeutic possibilities. Staff who are supervising participants have led the climb themselves.

Environmental conditions to be considered include but may not be limited to: new rock fall, loose rocks, and nesting birds or bees.

21.B.02 The climbs selected are appropriate for the level of participant skills.

21.B.03 Proper activity preparations are conducted.

21.B.04 Staff are aware of the appropriate history of the area where lead climbing experiences are conducted.

Explanation: History of an area is dependent on the context of the situation and may include legislative, cultural, programmatic, and/or natural history of the climbing area.

--C. Human Understanding--

21.C.01 The goals of lead climbing are identified and activities are adapted to meet the needs and abilities of the participants.

Explanation: The training area and routes selected are within the physical and psychological capabilities of participants. Participants are not put on routes that are beyond their level of physical and psychological readiness.

21.C.02 Additional participant physical and psychological concerns are addressed if necessary.

Explanation: Staff are aware of relevant medical and psychological histories and health needs that have been disclosed by participants.

--D. Conducting the Activity--

21.D.01 The program has a written policies and procedures manual for the conduct of this activity.

21.D.02 Adequate instruction is provided.

21.D.03 Adequate supervision is provided.

Explanation: Staff maintain contact with participants that will allow them to confirm that knots, harnesses, belaying, and anchors are being used properly.

21.D.04 Lead climbs are sequenced appropriately.

21.D.05 Appropriate warm-up activities are done prior to engaging in lead climbing.

21.D.06 When appropriate, staff teach participants how to spot.

Explanation: This includes but is not limited to: spotting leaders as they start out from the belay station and before they put in the first piece of protection.

21.D.07 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

21.D.08 There are appropriate staff:participant ratios for lead climbing activities.

21.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

21.D.10 Appropriate assessment and planning procedures are conducted.

Explanation: The route(s) selected for or by student leaders are within their ability range. If the route(s) are beyond the leader's ability range, then adequate belay and protection is in place. (See 21.D.11)

21.D.11 Appropriate safety procedures are followed.

Explanation: Safety procedures that should receive attention in lead climbing situations may include, but are not limited to: 1) attention to falling objects or climbers, 2) spotting techniques, 3) assessment of competency with rope and belay systems, 4) helmet use, 5) assessment of effective harness use, harness tie in, 6) participants tying in if needed, 7) walking ascent and descent of the climbing site, and, 8) edge behavior and appropriate boundaries.

--E. Emergency Procedures--

21.E.01 Staff have theoretical and practical training for climbing rescues, and adequate rescue equipment is available at the site.

Explanation: In addition to being able to lower able and functioning participants from routes, it is sometimes necessary to evacuate injured or psychologically immobile participants. Staff have the proper evacuation equipment and skills, and are able to improvise in situations where the prescribed equipment and/or procedures will not work. Stokes litter or equivalent is available.

21.E.02 Areas are inspected for environmental hazards.

21.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: These include but are not limited to: emergency notification plans if not back by a certain time and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

21.E.04 Appropriate emergency equipment is available.

Explanation: Emergency kits, clothing, shelter, and food are provided when appropriate.

21.E.05 Adequate levels of support are available for rescue operations.

21.E.06 Participants are properly prepared for emergency procedures.

--F. Clothing and Equipment--

21.F.01 Participants have or are provided with appropriate clothing and equipment, including footwear.

Explanation: Helmets are required for lead climbing. Manufactured harnesses, sewn slings, carabiners, and any other gear, with the exception of nylon webbing, must be designed for climbing. Nylon webbing may be used for harnesses and slings, but must have adequate tensile strength.

21.F.02 Participants must remove objects from their body and clothing that could lead to injury.

21.F.03 Equipment is cared for in an appropriate manner.

Explanation: Care of ropes and slings includes but is not limited to: a) storing in a dark, dry place; b) avoiding unnecessary exposure to light and dirt; c) using only for climbing activities; d) protecting ropes from sharp edges and contact with corrosive and acid-based products, etc.

21.F.04 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

21.F.05 The purchase, maintenance, and replacement of climbing equipment is properly recorded.

Explanation: These include but are not limited to: a) making sure the purchaser understands the manufacturing and program requirements; b) checking all climbing equipment at the beginning of each program day; c) logging the ways in which the rope was used.

21.F.06 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

Section 22. CAVING

--A. General--

22.A.01 Program staff have the skills, knowledge, and experience to conduct caving and to meet the risk management, operational, and curriculum expectations of this activity.

22.A.02 Program staff keep up-to-date on changes in technology and procedures for caving.

22.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

Explanation: Permission for using caves, if necessary, is obtained prior to conducting programming. Caves, as well as cave adapted animals, are protected by law in most areas. In most states it is illegal to: a) write or mark on cave walls; b) litter or dump spent carbide; c) break or remove mineral formations; d) disturb bats or other living organisms; e) remove or disturb historic or pre-historic artifacts or bones; or f) tamper with or damage cave gates.

22.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

Explanation: The program follows cave conservation practices. Participants are informed that caves are a unique natural resource. Appropriate cave conservation practices include but may not be limited to: a) removing all litter and human waste found in cave and disposing of properly upon exiting the cave; b) avoiding contact with bats; c) not coming in contact with cave formations; d) not smoking; e) no pets; f) leaving survey markers intact.

22.A.05 This activity may combine a number of other skills found in other sections, so those will apply accordingly.

Explanation: Advanced caving techniques can include the use of other adventure skills such as technical climbing, rappelling, or water activities. Safety procedures for these techniques, with appropriate adaptations for caving, are followed.

--B. Environmental Understanding--

22.B.01 Staff are familiar with the caving site.

Explanation: A pre-site investigation conducted by the staff is necessary to understand the physical conditions as well as the educational/therapeutic possibilities of the caving site. Staff are aware of any recent hazardous environmental conditions such as surface rain storms.

22.B.02 The caves selected are appropriate for the level of participant skills.

22.B.03 Proper activity preparations are conducted.

22.B.04 Staff are aware of the appropriate history of the area where caving experiences are conducted.

Explanation: History of an area is dependent on the context of the situation and may include legislative, cultural, programmatic, and/or natural history of the caving area.

--C. Human Understanding--

22.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

22.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

22.D.01 The program has a written policies and procedures manual for the conduct of this activity.

22.D.02 Adequate instruction is provided.

22.D.03 Appropriate plans of supervision are in place.

Explanation: These include but may not be limited to: a) stopping to conduct a head count at all major junctions; b) implementing a "buddy system"; c) participants staying between a scout (first caver) and sweep (last caver). Some of these conditions may necessitate specific and direct visual observation by the staff.

22.D.04 The caving proceeds at a pace that is appropriate for all group members, and that will reasonably prevent injury.

22.D.05 Experiences are sequenced appropriately.

Explanation: Caving techniques are taught in a progressive manner. Staff are aware that caving can range from an experience conducted in a well-lit and marked path to an experience that requires swimming, technical climbing, and rappelling.

22.D.06 Appropriate warm-up activities are conducted prior to engaging in more complex maneuvers.

22.D.07 When appropriate, staff teach participants how to spot for each other.

22.D.08 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

22.D.09 There are appropriate staff:participant ratios for caving activities.

22.D.10 Participants are appropriately prepared and briefed, and then debriefed following the caving experience.

22.D.11 Appropriate assessment and planning procedures are conducted.

22.D.12 Appropriate safety procedures are followed.

Explanation: The minimum number of cavers in a group is recommended at three to four people for safety reasons. The maximum number of cavers is typically 6-10 and should seldom exceed 15 for conservation reasons. Appropriate efforts are made to keep participants out of obvious areas of hazard.

--E. Emergency Procedures--

22.E.01 Staff have the appropriate theoretical and practical training in caving rescue, and adequate rescue equipment is available.

Explanation: First aid materials include snake bite kits when appropriate. Appropriate rescue gear includes but may not be limited to: a) a full length static rope; b) wire ladders; c) ascenders; d) necessary anchors; e) carabiners; f) pulleys. There is enough water, food, and extra clothing for at least 24 hours beyond the intended stay in the cave for situations such as getting lost or injury. All participants are informed of the safety and emergency procedures.

22.E.02 Areas are inspected for environmental hazards.

22.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: These include but are not limited to: emergency notification plans if not back by a certain time and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain. There is a plan of supervision in place if participants become lost or separated from the group. While the program has protocols to prevent participants from becoming lost or separated, there also are contingency plans in place should this happen. These procedures are appropriate for the specific caving site, and participants are informed of them.

22.E.04 Appropriate emergency equipment is available.

Explanation: Emergency kits, clothing, shelter, and food are provided for trips when appropriate.

22.E.05 Adequate levels of support are available for rescue operations.

22.E.06 Participants should be properly prepared for emergency procedures.

--F. Clothing and Equipment--

22.F.01 Appropriate equipment and clothing are used by cavers.

Explanation: Helmets and lights are required. Helmets have strong, non-elastic chin straps. Each participant should have minimum of three sources of lighting. Other equipment includes but may not be limited to: a) cave map; b) food; c) clothing - overalls, gloves, appropriate boots; d) individual first aid; e) knee pads; f) candles; f) compass; g) spare batteries and bulbs; h) survival kits; i) dust masks.

22.F.02 Participants remove objects from their body and clothing that could lead to injury.

22.F.03 Equipment is cared for in an appropriate manner.

Explanation: Guidelines include but are not limited to: a) avoiding stepping on ropes when possible; b) avoiding contact with corrosive and acid based products; c) washing ropes regularly; d) ropes are not left tightly knotted or stretched longer than necessary; e) ropes are used only for climbing or caving activities; f) ropes are protected from running over sharp edges; g) participants are taught to check ropes for damage when coiling; h) rope logs report on the type of use, date, and location.

22.F.04 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

22.F.05 The purchase or rental, maintenance, and replacement of caving equipment is properly recorded.

Explanation: These include: a) checking equipment at the beginning of each caving day by staff and participants; b) any damaged equipment is brought to the attention of staff and either repaired or retired; c) caving

equipment is retired at an appropriate time.

22.F.06 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

22.F.07 Staff teach the use and repair of caving equipment.

--G. Nourishment--

22.G.01 Participants have or are provided with the appropriate nourishment.

Section 23. RIVER CROSSING

--A. General--

23.A.01 Program staff have the skills, knowledge, and experience to conduct river crossings and to meet the risk management, operational, and curriculum expectations of this activity.

23.A.02 Program staff keep up-to-date on changes in technology and procedures for river crossings.

23.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

23.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

23.A.05 This activity may combine a number of other standards found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

23.B.01 Program staff are familiar with the type of river crossing to be attempted, including depth of water, approximate cubic feet per second (c.f.s.), and obstacles.
Explanation: River currents and beds change with seasons and weather. Staff must be familiar with the particular rivers they intend or may have to cross and be able to "read" them on site.

23.B.02 River crossing sites are selected considering downstream hazards, water temperatures and flow rates, footing, and rescue possibilities in the event of losing control and being taken downstream.
Explanation: On the crossing(s) selected, it is possible to float or drift downstream beyond the point of intended arrival. In the event control or balance is lost, there needs to be good visual contact with probable points of arrival.

23.B.03 Proper activity preparations are conducted.

23.B.04 Staff are aware of the appropriate history of the area where hiking experiences are conducted.
Explanation: History of an area is dependent on the context of the situation and may include legislative, cultural, programmatic, and/or environment of the area.

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--C. Human Understanding--

23.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

Explanation: Staff are aware of participants' swimming ability, strength, and balance relative to the chosen crossing. River crossings where swimming, using a pole, a rope or human linkage, and/or belaying may be needed require a level of strength and skill that must be assessed before attempting to cross.

23.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

23.D.01 The program has a written policies and procedures manual for the conduct of this activity.

23.D.02 Adequate instruction is provided.

Explanation: Staff have discussed and practiced procedures which may be necessary with the participants. These include but may not be limited to: a) the use of ropes, poles, and related equipment; b) footwear; c) pack waist bands buckled or unbuckled, d) techniques for support and movement while in the river such as crossing in line, in tandem, as a trio, with a pole, with a handline, eddy hopping, etc., and, e) what to do if you fall into the river.

23.D.03 Adequate supervision is provided.

Explanation: Conditions will determine whether help may be needed on either side. These conditions include but may not be limited to: a) the configuration of the stream; b) the rate of flow; c) the condition of the participants. When conditions warrant, there is one staff person on each side of the river before participants are allowed to cross.

23.D.04 An appropriate speed is set that will reasonably prevent injury or illness.

23.D.05 Crossings are sequenced appropriately.

23.D.06 If crossings are conducted in diminished conditions, they are limited to appropriate times and appropriate safety precautions are in place.

23.D.07 There are appropriate staff:participant ratios for river crossing activities.

23.D.08 Participants are appropriately prepared and briefed, and then debriefed following the experience.

23.D.09 Appropriate assessment and planning procedures are conducted.

Explanation: Staff have appropriately assessed the hazards of the river before participants are allowed to cross, in particular if participants cross before staff. Because conditions change so frequently, it is essential that staff are aware of the immediate conditions in order to judge the difficulty of the crossing at hand.

23.D.10 Appropriate safety procedures are followed.

--E. Emergency Procedures--

23.E.01 Staff have practiced appropriate rescue procedures for this activity.

Explanation: Staff and participants understand what to do if ropes become tangled, individuals lose control and continue downstream, individuals panic, packs pin a participant (even if the waist band is undone). Staff are able at a minimum to affect simple rescues from technical situations, and the program should have a system for timely access to trained rescue and/or medical personnel.

23.E.02 Areas are appropriately inspected for environmental hazards.

23.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: This includes but may not be limited to having emergency notification plans if not back by a certain time, and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

23.E.04 Appropriate emergency equipment is available.

Explanation: Emergency kits, clothing, shelter, and food are provided for trips when appropriate.

23.E.05 Adequate levels of support are available for rescue operations.

23.E.06 Participants are properly prepared for emergency procedures.

--F. Clothing and Equipment --

23.F.01 Participants have appropriate clothing and equipment based on the anticipated obstacles and hazards found in the crossing(s).

Explanation: This includes but may not be limited to: ropes, slings, carabiners, throw bags, and personal gear for the kind of crossing which may be encountered. Personal items include but may not be limited to: a) waterproof bags; b) extra clothes; c) boots and light weight shoes; d) helmets; e) gloves.

23.F.02 Participants remove objects from their body and clothing that could lead to injury.

23.F.03 Equipment is cared for in an appropriate manner.

23.F.04 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

23.F.05 The purchase or rental, maintenance, and replacement of equipment is properly conducted and recorded.

23.F.06 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

--G. Nourishment--

23.G.01 Participants have or are provided with the appropriate nourishment.

Explanation: Programs supply adequate levels of food and water for participants.

Section 24. SNOWSHOEING

--A. General--

24.A.01 Program staff have the skills, knowledge, and experience to conduct snowshoeing and to meet the risk management, operational, and curriculum expectations of this activity.

24.A.02 Program staff keep up-to-date on changes in technology and procedures for snowshoeing.

24.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

24.A.04 Program staff are aware of and limit the potential environmental or cultural impact.

24.A.05 This activity may combine a number of other standards found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

24.B.01 Staff are familiar with the terrain selected.

Explanation: A pre-site investigation is conducted to understand the conditions as well as the educational/therapeutic possibilities of the snowshoeing area. Even familiar territory can change as a result of weather or natural phenomenon.

24.B.02 The terrain selected is appropriate for the participants' level of skill.

Explanation: Appropriate selection of terrain increases the chances of effective programming and decreases the chance that injuries can occur. Programs seek to find the balance between challenging participants and providing appropriate margins of safety.

24.B.03 Proper activity preparations are conducted.

24.B.04 Staff are aware of the appropriate history of the area.

--C. Human Understanding--

24.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

24.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

24.D.01 The program has a written policies and procedures manual for the conduct of this activity.

24.D.02 Adequate instruction is provided.

24.D.03 Adequate supervision is provided.

Explanation: Factors that determine supervision plans include but may not be limited to: a) participant ability; b) difficulty of terrain; c) length of the snowshoe trip; d) goal of the experience; e) environmental conditions. Some of these conditions may necessitate specific and direct visual observation by the instructor and supervision should be implemented accordingly.

24.D.04 Participants travel at a pace appropriate for all group members and that will reasonably prevent injury or illness.

Explanation: The appropriate travel speed is influenced by factors that include but may not be limited to: a) participants' physical condition; b) environmental conditions; c) participant skill level.

24.D.05 Snowshoeing techniques and related skills are taught in a progressive manner.

Explanation: These include but may not be limited to: a) walking on level, uphill, and downhill; b) clothing; c) equipment; d) food and water intake; e) navigation; f) injury prevention; g) emergency procedures; h) snow physics. Participants have a functional understanding of how their snowshoes work and are repaired.

24.D.06 Appropriate warm-up activities are conducted.

24.D.07 If snowshoeing is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

24.D.08 There are appropriate staff:participant ratios for snowshoeing activities.

24.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

24.D.10 Appropriate assessment and planning procedures are conducted.

24.D.11 Appropriate safety procedures are followed.

--E. Emergency Procedures--

24.E.01 Staff can perform appropriate emergency skills for the sites where snowshoeing is conducted.

Explanation: Instructors carry the appropriate first aid kits and equipment for medical emergencies. When appropriate, groups also have the ability and provisions for survival situations. All participants are informed of safety and emergency procedures.

24.E.02 Areas are inspected for environmental hazards.

24.E.03 The program has established boundaries, rendezvous times, and emergency notification protocol.

Explanation: In case of an injury, the group has a response plan. This includes but may not be limited to: a) sending out of a competent party for assistance while a competent group stays with the injured; b) treating the injured person with appropriate first aid; c) evacuating the injured person.

24.E.04 Appropriate emergency equipment is available.

Explanation: Appropriate repair kits are available on excursions beyond the facility or roadhead. Items in the repair kit include but are not limited to: a) spare parts and bindings; b) wire; c) screwdrivers; d) pliers; e) tape. Spare clothing, shelter, and food are provided for trips when appropriate.

24.E.05 Adequate levels of support are available for rescue operations.

24.E.06 Participants should be properly prepared for emergency procedures

--F. Clothing and Equipment--

24.F.01 Participants have appropriate clothing and equipment.

Explanation: Participants have or are outfitted with the appropriate kind of snowshoe and binding for the conditions to be encountered. Snowshoe choices include but may not be limited to: a) beaver tails; b) bear paws; c) sherpas. The type of boots worn will determine the configuration of the binding.

Participants have enough clothing layers to protect against the coldest temperatures anticipated, and to replace

any article that has become wet due to sweat or going into water. They have goggles or sunglasses that protect against ultraviolet light. They also have enough equipment for the conditions to be encountered.

24.F.02 Equipment is cared for in an appropriate manner.

24.F.03 Appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

24.F.04 The purchase or rental, maintenance, and replacement of snowshoes and equipment is properly conducted and recorded.

Explanation: This includes but may not be limited to: a) knowledge by the purchaser of the conditions under which the snowshoes will be used; b) inspections following the trip; c) a log of use.

24.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

24.F.06 Staff teach the use and repair of equipment in an appropriate manner.

--G. Nourishment--

24. G.01 Participants have or are provided with the appropriate nourishment.

Explanation: Programs supply adequate levels of food and water for participants.

Section 25. ICE CLIMBING

--A. General--

25.A.01 Program staff have the skills, knowledge, and experience to conduct ice climbing and to meet the risk management, operational, and curriculum expectations of this activity.

25.A.02 Program staff keep up-to-date on changes in technology and procedures for ice climbing.

25.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

25.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

25.A.05 This activity may combine a number of other standards found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

25.B.01 Staff are familiar with the climbing area and have inspected the routes before participants climb.

Explanation: An investigation of the ice climbing site is conducted to understand the current conditions as well as the educational and/or therapeutic possibilities.

25.B.02 The climbing area selected is appropriate for the level of participant skills.

25.B.03 Proper activity preparations are conducted.

25.B.04 Staff are aware of the season history of the ice climbing area.

Explanation: Data to help determine and predict the stability of the routes to be used include but may not be limited to: a) knowing when the ice formed; b) the freeze/thaw cycles for the current season; c) what is behind the ice; d) what has happened to the routes in previous years. On-site inspection is conducted to confirm the decision of whether to use the routes or not on a given program day.

--C. Human Understanding--

25.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

Explanation: The training area and routes selected are within the physical and psychological capabilities of participants. Staff are aware that participants can come to harm if they do not understand the terrain they are in and if it is beyond their level of physical and psychological readiness.

25.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

25.D.01 The program has a written policies and procedures manual for the conduct of this activity.

25.D.02 Adequate instruction is provided.

Explanation: Participants are taught the characteristics of different kinds of ice conditions and how to use the specialized equipment, including ice axes and tools, crampons, and ice screws. Ice climbing requires knowledge of the kinds of ice and how they are formed, and the use of specialized equipment. Practicing with this equipment before ascending a route is conducted for familiarization as well as for staff to assess participants' balance, coordination and ability to manage in this high risk environment, including their psychological readiness.

25.D.03 Adequate supervision is provided.

Explanation: Staff maintain contact with participants that will allow them to confirm that knots, harnesses, belaying, and anchors are being used properly.

25.D.04 Climbs are sequenced appropriately.

25.D.05 Appropriate warm-up activities are conducted.

25.D.06 When appropriate, staff teach participants how to spot for each other.

25.D.07 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

25.D.08 There are appropriate staff:participant ratios for ice climbing activities.

25.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

25.D.10 Appropriate assessment and planning procedures are conducted.

25.D.11 Appropriate safety procedures are followed.

Explanation: This includes but may not be limited to: a) making appropriate efforts to keep participants out of obvious areas of hazard from falling climbers, ice, or other objects; b) wearing helmets.

--E. Emergency Procedures--

25.E.01 Staff have the appropriate theoretical and practical training in ice climbing rescue, and adequate rescue equipment is available at the site.

Explanation: In addition to being able to lower able and functioning participants from routes, staff can evacuate injured or psychologically immobile participants. Staff have the proper evacuation equipment and skills, and are able to improvise in situations where the prescribed equipment and/or procedures will not work. Stokes litter or equivalent is available.

25.E.02 Areas are inspected for environmental hazards.

25.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: This includes but may not be limited to making emergency notification plans if not back by a certain time and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

25.E.04 Appropriate emergency equipment is available when appropriate.

Explanation: Emergency kits, clothing, shelter, and food are provided for trips when appropriate.

25.E.05 Adequate levels of support are available for rescue operations.

25.E.06 Participants should be properly prepared for emergency procedures.

--F. Clothing and Equipment--

25.F.01 Participants have or are provided with appropriate clothing, stiff boots, and ice climbing equipment.

Explanation: Clothing is of proper layering and breathability to help maintain constant body temperature. Goggles protect eyes from ultraviolet light and from ice chips made while setting ice axes and tools. Ice climbing equipment includes but may not be limited to: a) stiff boots, b) crampons, c) ice axes and tools, d) climbing harnesses, and e) helmets.

25.F.02 Equipment is cared for in an appropriate manner.

25.F.03 An appropriate inspection of equipment and associated protective gear prior to participant use.

25.F.04 The purchase or rental, maintenance, and replacement of ice climbing equipment is properly conducted and recorded.

25.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

25.F.06 Staff teach the use and repair of ice climbing equipment in an appropriate manner.

--G. Nourishment--

25.G.01 Participants have or are provided with the appropriate nourishment.

Explanation: Appropriate levels and type of fluids and nutrition are provided.

Section 26. MOUNTAIN SNOW AND GLACIER TRAVEL

--A. General--

26.A.01 Program staff have the skills, knowledge, and experience to conduct mountain snow and glacier travel and to meet the risk management, operational, and curriculum expectations of this activity.

26.A.02 Program staff keep up-to-date on changes in technology and procedures for mountain snow and glacier travel.

26.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

26.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

26.A.05 This activity may combine a number of other standards found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

26.B.01 Staff are familiar with the terrain selected.

Explanation: Staff are aware of the terrain and conditions as well as the educational and/or therapeutic possibilities for the participants.

26.B.02 The terrain selected is appropriate for the level of participant skills.

26.B.03 Appropriate preparations are conducted.

26.B.04 Staff are aware of the appropriate history of the area where the adventure experience is conducted.

Explanation: Data are kept that can help determine and predict the stability and characteristics of the snowpack of the routes to be used. It includes but may not be limited to: a) knowing when snow formed and how much has fallen over the season; b) the freeze/thaw cycles; c) what the layers of snow are; d) what has happened to the routes in previous years. A site inspection is conducted to confirm the decision of whether to use the routes or not on a given program day. This explanation is acceptable as long as it implies a site inspection by the staff on the scene is acceptable. For a group traveling to the west from the east to conduct summer backpacking that involves snow travel it is unrealistic to require them to keep data. It is realistic for them to access the available data, if any, for the region. For example, there is snow data for the Tetons, but not for the interior of the Wind Rivers.

--C. Human Understanding--

26.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

Explanation: The training area and routes selected are within the physical and psychological capabilities of participants. Staff do not expose participants to terrain that is beyond their level of physical and psychological readiness.

26.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

26.D.01 The program has a written policies and procedures manual for the conduct of this activity.

26.D.02 Adequate instruction is provided.

Explanation: Participants are taught the characteristics of snow, glaciers, crevasses, avalanches, and weather patterns. The knowledge to move in this terrain includes but is not limited to: a) snow characteristics and layering; b) how crevasses and snow bridges are formed; c) avalanche terrain and forecasting; d) how to anticipate weather changes.

Participants are taught the use of specialized equipment, including ice axes, crampons, avalanche probes and locator devices. Practicing with this equipment before going on to hazardous terrain is conducted for familiarization and for staff to assess participants' balance, coordination, ability to manage in this high risk environment, and psychological readiness. Skills include but may not be limited to: a) putting on crampons; b) walking with an ice axe and with a climbing rope on; c) glissading; d) prusiking; e) examining snow crystals and layers; f) use of locator devices; g) conduct if caught in an avalanche.

26.D.03 Adequate supervision is provided.

26.D.04 A pace is set that is appropriate for all group members and that will reasonably prevent injury or illness.

26.D.05 Experiences are sequenced appropriately.

26.D.06 Appropriate warm-up activities are conducted.

26.D.07 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

26.D.08 There are appropriate staff:participant ratios for mountain snow and glacier travel activities.

Explanation: Ratio of instructors to participants is one to six for snow travel, and one to four and 25 % of the group thereafter for glacier travel.

26.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

26.D.10 Appropriate assessment and planning procedures are conducted.

26.D.11 Appropriate safety procedures are followed.

Explanation: These include but are not limited to: a) keeping participants out of obvious areas of hazard from falling objects; b) keeping participants from falling into crevasses or moats; and c) wearing locator beacons (Pieps or equivalent) which are turned on when travelling in potential avalanche terrain and when the conditions warrant. Staff and participants are familiar with how the devices work.

--E. Emergency Procedures--

26.E.01 Staff can perform appropriate emergency procedures for the mountain snow and glacier travel activity.

Explanation: Staff have the appropriate theoretical and practical training in avalanche prediction and rescue and crevasse rescue. In addition to being able to locate and recover able and functioning participants from avalanches or crevasses, staff are able to evacuate injured or psychologically immobile participants. Staff have the proper evacuation equipment and skills, and are able to improvise in situations where the prescribed equipment and/or

procedures will not work.

26.E.02 Areas are inspected for environmental hazards.

26.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: This includes but may not be limited to having emergency notification plans if not back by a certain time and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

26.E.04 Appropriate emergency equipment is available when appropriate.

Explanation: The necessary technical equipment may include but may not be limited to: a) shovels; b) probes; c) ascending devices; d) pickets. Stokes litters, plastic sleds, or equivalent must be available. If the site is an hour or more from the roadhead, emergency shelter must be available, which includes staff knowing how to build snow shelters.

26.E.05 Adequate levels of support are available for rescue operations.

26.E.06 Participants should be properly prepared for emergency procedures.

--F. Clothing and Equipment--

26.F.01 Participants have appropriate clothing, stiff boots, and equipment.

Explanation: Clothing has proper layering and breathability to help maintain constant body temperature. Participants have or are provided with crampons, ice axes, climbing harnesses, prusik slings, goggles or sunglasses that protect against ultraviolet light and, if appropriate, helmets.

26.F.02 Equipment is cared for in an appropriate manner.

26.F.03 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

26.F.04 The purchase or rental, maintenance, and replacement of equipment is properly conducted and recorded.

26.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

26.F.06 Staff teach the use of equipment in an appropriate manner.

--G. Nourishment--

26.G.01 Participants have or are provided with adequate fluids and food.

Explanation: This includes having the means for melting snow available in order to provide for adequate fluid intake, especially in the case of an emergency.

Section 27. CROSS COUNTRY AND BACK COUNTRY SKIING

--A. General--

27.A.01 Program staff have the skills, knowledge, and experience to conduct cross country and back country skiing and to meet the risk management, operational, and curriculum expectations of this activity.

27.A.02 Program staff keep up-to-date on changes in technology and procedures for cross country and backcountry skiing.

27.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

27.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

27.A.05 This activity may combine a number of other standards found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

27.B.01 Staff are familiar with the terrain selected.
Explanation: Staff understand the terrain and conditions as well as the educational and/or therapeutic possibilities for the participants.

27.B.02 The terrain selected is appropriate for the level of participant skills.
Explanation: Participants are not exposed to a route that is beyond their level of physical or psychological readiness.

27.B.03 Proper activity preparations are conducted.

27.B.04 Staff are aware of the appropriate history of the area where the skiing experience is conducted.

--C. Human Understanding--

27.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

27.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

27.D.01 The program has a written policies and procedures manual for the conduct of this activity.

27.D.02 Participants are provided with adequate instruction.
Explanation: This may include but is not limited to: a) layering clothing; b) fitting foot and hand wear for maximum circulation; c) sizing skis and poles properly; d) high energy food and ample liquid; e) ski preparation and technique for varying terrain and snow conditions; and f) improvising shelters and evacuation sleds. Participants on many short day ski adventure programs are not routinely taught how to make improvised litters and shelters.

27.D.03 Participants are provided with adequate supervision.

Explanation: Instructor ratio near a facility or roadhead is not a critical issue. When beyond the roadhead, group size is a minimum of four, and there is one instructor for every eight participants.

27.D.04 A pace is set that is appropriate for all group members and that will reasonably prevent injury or illness.

27.D.05 Experiences are sequenced appropriately.

27.D.06 Appropriate warm-up activities are conducted.

27.D.07 If skiing is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

27.D.08 There are appropriate staff:participant ratios for cross country and backcountry skiing activities.

27.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

27.D.10 Appropriate assessment and planning procedures are conducted.

27.D.11 Appropriate safety procedures are followed.

--E. Emergency Procedures--

27.E.01 Staff can perform appropriate emergency procedures for cross country and backcountry skiing activities.

27.E.02 Areas are inspected for environmental hazards.

27.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: This includes but may not be limited to having emergency notification plans if not back by a certain time and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

27.E.04 Appropriate emergency equipment is available when appropriate.

Explanation: Emergency kits, clothing, shelter, and food are provided for trips when appropriate. In the event of an injury, illness, or extreme change in weather, staff have the skills and equipment to survive until a return to the roadhead can be achieved. Repair kits and appropriate spare items are available for trips beyond the facility or roadhead. The items in the kit include but are not limited to: a) spare ski tips; b) pole shaft and baskets; c) spare bindings; d) wire; e) screwdrivers; f) pliers; g) tape.

27.E.05 Adequate levels of support are available for rescue operations.

27.E.06 Participants should be properly prepared for emergency procedures.

--F. Clothing and Equipment--

27.F.01 Participants have or are provided with the appropriate clothing and equipment.

Explanation: This includes but may not be limited to carrying extra clothing and redundant items in preparation

for extremes in weather or immersion.

27.F.02 Equipment is cared for in an appropriate manner.

27.F.03 Appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

27.F.04 The purchase or rental, maintenance, and replacement of equipment is properly conducted and recorded.

27.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

27.F.06 Staff teach the use of equipment in an appropriate manner.

--G. Nourishment--

27.G.01 Participants have or are provided with adequate fluids and food.
Explanation: This may include having the means for melting snow available in order to provide for adequate fluid intake, especially in the case of an emergency.

Section 28. MOUNTAINEERING

--A. General--

28.A.01 Program staff have the skills, knowledge, and experience to conduct mountaineering and to meet the risk management, operational, and curriculum expectations of this activity.

28.A.02 Program staff keep up-to-date on changes in technology and procedures for mountaineering.

28.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

28.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

28.A.05 This activity may combine a number or all of the mountain standards found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

28.B.01 Staff are familiar with the terrain selected.
Explanation: Staff understand the terrain and conditions as well as the educational and/or therapeutic possibilities for the participants. Staff are aware that conditions such as deep snow and spring run off can affect the activity.

28.B.02 The terrain selected is appropriate for the level of participant skills.

28.B.03 Proper construction and activity preparations are conducted.

28.B.04 Staff are aware of the appropriate history of the area where mountaineering is to be conducted.

--C. Human Understanding--

28.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

Explanation: The training area and routes selected are within the physical and psychological capabilities of participants. Participants are not put on terrain that is beyond their level of physical and psychological readiness.

28 C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

28.D.01 The program has a written policies and procedures manual for the conduct of this activity.

28.D.02 Adequate instruction is provided.

Explanation: Participants are taught the characteristics of the mountain range they will be in and the particular summit(s) they will be on. Participants are also taught how to use specialized equipment which may be required. See appropriate sections and D.13 below.

28.D.03 Adequate supervision is provided.

28.D.04 A pace is set that is appropriate for all group members and that will reasonably prevent injury or illness.

28.D.05 Experiences are sequenced appropriately.

28.D.06 Appropriate warm-up activities are conducted prior to engaging in more complex activities.

28.D.07 If mountaineering is conducted in diminished conditions, it is limited, when possible, to appropriate times and appropriate safety precautions are in place.

28.D.08 There are appropriate staff:participant ratios for mountaineering activities.

28.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

28.D.10 Appropriate assessment and planning procedures are conducted.

28.D.11 Appropriate safety procedures are followed.

Explanation: This includes but may not be limited to: making appropriate efforts to keep participants out of obvious areas of hazard from falling objects; locator beacons (Pieps or equivalent) are worn and turned on when travelling in potential avalanche terrain. Staff and participants are familiar with how the devices work.

28.D.12 Appropriate knots are used for all tie-in situations.

Explanation: Climbing knots appropriate for the ends, middle, and tying of two ends together include but may not be limited to bowline on a bight, bowline on a coil, retraced figure eight, figure eight and overhand on a bite, clove hitch, butterfly, water knot, fisherman's and double fisherman's, prusik, and back up knots.

28.D.13 Participants are tied in correctly if needed.

Explanation: Rope is tied in directly with bowline or bowline on a coil, or if harnesses are used, they are properly fastened and the climbing rope is threaded properly and tied with a figure eight follow through and back up knot. In the case of glacier travel, chest harnesses are tied in correctly and prusik slings attached properly.

--E. Emergency Procedures--

28.E.01 Staff have the appropriate theoretical and practical training in mountain rescue, and adequate rescue equipment is available.

Explanation: Staff have the proper evacuation equipment and skills, and are able to improvise in situations where the prescribed equipment and/or procedures will not work. If the site is an hour or more from the roadhead, emergency shelter must be available, which includes staff knowing how to improvise same. In remote areas, radios or locators may be appropriate in order to contact emergency services in the event of a life-threatening injury or illness.

28.E.02 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: This includes but may not be limited to having emergency notification plans if not back by a certain time and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

28.E.03 Appropriate emergency equipment is available when appropriate.

Explanation: Emergency kits, clothing, shelter, and food are provided for trips.

28.E.04 Adequate levels of staff support are available for rescue operations.

28.E.05 Participants should be properly prepared for emergency procedures.

--F. Clothing and Equipment--

28.F.01 Participants have or are provided with appropriate clothing and equipment.

Explanation: Factors which influence choices here are a) season; b) altitude; c) timberline; d) distance from roadhead. Clothing has proper layering and breathability to help maintain constant body temperature. Participants have or are provided with crampons, ice axes, climbing harnesses, prusik slings, goggles or sunglasses that protect against ultraviolet light and, if appropriate, helmets.

28.F.02 Equipment is cared for in an appropriate manner.

28.F.03 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

28.F.04 The purchase or rental, maintenance, and replacement of mountaineering equipment is properly conducted and recorded.

28.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

28.F.06 Staff teach the use of equipment in an appropriate manner.

--G. Nourishment--

28.G.01 Participants have or are provided with adequate fluids and food.

Explanation: The means for collecting or making water is available to provide for adequate fluid intake, especially in the case of an emergency.

Section 29. SOLOS

--A. General--

29.A.01 Program staff have the skills, knowledge, and experience to conduct solos and to meet the risk management, operational, and curriculum expectations of this activity.

29.A.02 Program staff keep up-to-date on changes in technology and procedures for solos.

29.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

Explanation: Programs are aware of any particular restrictions or permits required to conduct programming, whether the sites be on public or private property. Permission for using sites, if necessary, is obtained prior to conducting programming.

29.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

29.A.05 This activity may combine a number of other standards found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

29.B.01 Staff are familiar with the sites chosen to conduct solos.

Explanation: A pre-site investigation by the instructor(s) is conducted to understand the physical layout, potential supervision issues, and educational/therapeutic possibilities of the solo sites. Hazardous environmental conditions such as rain storms flooding low lying areas are considered. There may be time when fires could be used appropriately, but there are a number of situational factors that would prohibit their use, including participants' maturity level, dry conditions, and limited environmental resources. The program must have clear and specific guidelines as to when fires can be used.

28.B.02 The terrain selected is appropriate for the level of participant skills.

29.B.03 Proper activity preparations are conducted.

29.B.04 Staff are aware of the appropriate history of the area where the solo is conducted.

Explanation: These include but may not be limited to: a) intended participant goals; b) maturity level; c) proven ability of self-supervision. It also accounts for the particular features of the solo site, including access to water and other needed materials, and avoids potential physical hazards or potential contact with dangerous animals or other people.

--C. Human Understanding--

29.C.01 The goals are identified and solo activities are adapted to meet the needs and abilities of the participants.

29.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

29.D.01 The program has a written policies and procedures manual for the conduct of this activity.

29.D.02 Adequate instruction is provided.

Explanation: Participants are provided with the skills necessary to achieve success during the solo experience. These include but may not be limited to: a) shelter construction; b) logistics; c) knowledge of self-sustaining skills; d) what to do in case of environmental changes in temperature or weather.

29.D.03 Adequate supervision is provided.

Explanation: Appropriate plans of supervision are in place for solo experiences. These include but may not be limited to: a) participants are placed at appropriate distances from each other; b) participants needing special attention, for reasons such as health concerns, maturity level, familiarity with wilderness environments, should be placed closer to the central staff site; c) there is a commonly known boundary; d) participants are informed of and do not participate in potentially dangerous activities such as hiking, swimming, climbing, hunting, building large fires; e) participants are told not to wander around and visit other members during the solo experience; f) participants are told what to do if they encounter an unfamiliar person, such as not engaging in conversation; g) participants are aware of back-up plans in case the primary plan does not work; h) there is a means of administering food drop offs or medication if necessary; i) there is a mapped out area of solo sites.

Participants know the role of staff during the solo experience. Participants are informed as to what the responsibilities of staff are during the solo experience. These areas may include but are not limited to: a) the check-in system; b) food provisions; c) emergency plans; d) whether or not (or when) to visually observe participants; e) how they will approach participants if necessary during the solo experience.

While safety measures are in place to prevent participants from becoming separated or lost, the program also has a contingency plan in place and it must be known by the participants.

29.D.04 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

29.D.05 There are appropriate staff:participant ratios for solo activities.

29.D.06 Participants are appropriately prepared and briefed, and then debriefed following the experience.

Explanation: Staff provide appropriate levels of facilitation prior to the experience in order for participants to have the best chance possible to achieve their objectives during the solo, such as how participants might best spend their time. Instructors also provide appropriate facilitation following the experience, such as debriefing and written journals.

29.D.07 Appropriate assessment and planning procedures are conducted.

29.D.08 Appropriate safety procedures are followed.

--E. Emergency Procedures--

29.E.01 Staff can perform appropriate emergency procedures for solo activities.

Explanation: There is an appropriate action plan in the event of an emergency. This includes but is not limited to: a) bringing in all participants; b) sending out a competent party for help; c) appropriate first aid treatment. Instructors should have the appropriate first aid and emergency equipment available. All participants must be informed of the safety and emergency procedures, including evacuation routes.

29.E.02 Areas are inspected for environmental hazards.

29.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: Emergency notification and "check-in" systems are in place. Each solo participant has appropriate signalling capabilities, including a whistle, for emergency notification, and knows the proper protocols for use. Other participants are also aware as to how they should respond if the notification system is put into use.

For longer solos, a visual check-in system should be established and followed according to predetermined procedures.

While safety measures are in place to prevent participants from becoming separated or lost, the program also has a contingency plan in place and it must be known by the participants.

29.E.04 Appropriate emergency equipment is available when appropriate.

Explanation: Emergency kits, clothing, shelter, and food are provided for trips when appropriate.

29.E.05 Adequate levels of support are available for rescue operations.

Explanation: Solos are adequately supervised in case of an emergency or the need to deviate from plans of operation. Appropriate information is left with back-up support and rescue personnel stating the area of the solo experience, where activities are being conducted, and the return time. This information may include but is not limited to: a) when to begin search procedures if the group does not return; b) the medical histories and contact persons for the group members; c) a list of the supplies taken with the group; d) any potential deviations the group may take from the intended plan.

29.E.06 Participants are properly prepared for emergency procedures.

Explanation: All participants must be informed of the safety and emergency procedures, including evacuation routes.

--F. Clothing and Equipment--

29.F.01 Participants are provided with the appropriate equipment for the site selected and the weather anticipated.

Explanation: These include but may not be limited to: a) sleeping bags and pads; b) flashlight; c) shelters; d) waterproof matches; e) clothing.

29.F.02 Equipment is cared for in an appropriate manner.

29.F.03 Appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

--G. Nourishment--

29.G.01 Participants have or are provided with the appropriate nourishment.

Explanation: Adequate levels of food and water are supplied for participants including pure water or a pure water source. The program may encourage fasting as long as it is appropriate for the condition of the participants.

Section 30 MULTI-PITCH CLIMBING

--A. General--

30.A.01 Program staff have the skills, knowledge, and experience to conduct multi-pitch climbing and to meet the risk management, operational, and curriculum expectations of this activity.

30.A.02 Program staff keep up-to-date on changes in technology and procedures for multi-pitch climbing.

30.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

30.A.04 Program staff are aware of and limit the potential environmental and/or cultural impact on the climbing area.

30.A.05 This activity may combine a number of other skills found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

30.B.01 Staff are familiar with the climbing site and have inspected the routes before participants climb.

Explanation: Staff investigate the climbing site to determine the current conditions as well as the educational and/or therapeutic possibilities. Staff who are supervising participants have led the climb themselves. Environmental conditions to be considered include but may not be limited to: new rock fall, loose rocks, and nesting birds or bees.

30.B.02 The climbs selected are appropriate for the level of participant skills.

30.B.03 Proper activity preparations are conducted.

30.B.04 Staff are aware of the appropriate history of the area.

--C. Human Understanding--

30.C.01 The goals of multi-pitch climbing are identified and activities are adapted to meet the needs and abilities of the participants.

Explanation: The training area and routes selected are within the physical and psychological capabilities of participants. Participants are not put on routes that are beyond their level of physical and psychological readiness.

30.C.02 Additional participant physical and psychological concerns are addressed if necessary.

Explanation: Staff are aware of relevant medical and psychological histories and health needs that have been disclosed by participants.

--D. Conducting the Activity--

30.D.01 The program has a written policies and procedures manual for the conduct of this activity.

30.D.02 Adequate instruction is provided.

30.D.03 Adequate supervision is provided.

Explanation: Staff maintain contact with participants that will allow them to confirm that knots, harnesses, belaying, protection, and anchors are being used properly.

30.D.04 Multi-pitch climbs are sequenced appropriately.

Explanation: When taking participants on multi-pitch climbs, it may be necessary, to leave them on a belay

ledge with no supervision. Therefore, it is important to select a multi-pitch route that is within the skill level of the participants.

30.D.05 Appropriate warm-up activities are done prior to engaging in multi-pitch climbing.

30.D.06 When appropriate, staff teach participants how to spot.

30.D.07 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

30.D.08 There are appropriate staff:participant ratios for multi-pitch climbing.

30.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

30.D.10 Appropriate assessment and planning procedures are conducted.

Explanation: The route(s) selected for the multi-pitch climbs are within their ability range. (See 30.D.04 and 11)

30.D.11 Appropriate safety procedures are followed.

Explanation: Safety procedures that should receive attention in multi-pitch climbing situations may include, but are not limited to: 1) attention to falling objects or climbers, 2) spotting techniques, 3) assessment of competency with rope and belay systems, 4) helmet use, 5) assessment of effective harness use, harness tie in, 6) participants tying in if needed, 7) walking ascent and descent of the climbing site, and, 8) edge behavior and appropriate boundaries.

--E. Emergency Procedures--

30.E.01 Staff have theoretical and practical training for climbing rescues, and adequate rescue equipment is available at the site.

Explanation: In addition to being able to lower able and functioning participants from routes, it is sometimes necessary to evacuate injured or psychologically immobile participants. Staff have the proper evacuation equipment and skills, and are able to improvise in situations where the prescribed equipment and/or procedures will not work. Stokes litter or equivalent is available.

30.E.02 Areas are inspected for environmental hazards.

30.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: These include but are not limited to: emergency notification plans if not back by a certain time and what to do if lost, behind schedule, injured, or confronted by unexpected weather and terrain.

30.E.04 Appropriate emergency equipment is available.

Explanation: Emergency kits, clothing, shelter, and food are provided when appropriate.

30.E.05 Adequate levels of support are available for rescue operations.

30.E.06 Participants are properly prepared for emergency procedures.

--F. Clothing and Equipment--

30.F.01 Participants have or are provided with appropriate clothing and equipment,

including footwear.

Explanation: Helmets are required for multi-pitch climbing. Manufactured harnesses, sewn slings, carabiners, and any other gear, with the exception of nylon webbing, must be designed for climbing. Nylon webbing may be used for harnesses and slings, but must have adequate tensile strength.

30.F.02 Participants must remove objects from their body and clothing that could lead to injury.

30.F.03 Equipment is cared for in an appropriate manner.

Explanation: Care of ropes and slings includes but is not limited to: a) storing in a dark, dry place; b) avoiding unnecessary exposure to light and dirt; c) using only for climbing activities; d) protecting ropes from sharp edges and contact with corrosive and acid-based products, etc.

30.F.04 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

30.F.05 The purchase, maintenance, and replacement of climbing equipment is properly recorded.

Explanation: These include but are not limited to: a)making sure the purchaser understands the manufacturing and program requirements; b) checking all climbing equipment at the beginning of each program day; c) logging the ways in which the rope was used.

30.F.06 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

CHAPTER VI

Technical Skills - Water

(Note: If a number is not listed within a section, that number category is not applicable to the activity being described.)

Section 40. PERSONAL FLOTATION DEVICES (PFD's)

--A. General--

40.A.01 The program and staff are aware that the leading cause of any boating fatality stems from not wearing an appropriate PFD.

40.A.02 Program staff keep up-to-date on changes in technology and procedures for PFD's.

40.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations for PFD's.

--B. Environmental Understanding--

40.B.01 Staff are aware of the water conditions and boats to be used in relation to the types of accepted PFD's available.

Explanation: Factors that determine the type of PFD to be used include but may not be limited to: a) water and air temperature; b) currents and/or stream rate of flow; c) boat size and kind; d) size and skill of participants.

--D. Conducting the Activity--

40.D.01 There are written guidelines for PFD use.

Explanation: Programs enforce the standard that personal flotation devices are worn at all appropriate times while participants are in a boat. Staff recognize that there are times where it is important for participants to wear PFDs while standing near the water or engaged in related skills to paddling, such as practicing rescue drills in the water.

40.D.02 Adequate instruction is provided.

40.D.03 Adequate supervision is provided.

40.D.04 Appropriate safety procedures are followed.

--F. Clothing and Equipment--

40.F.01 The PFD's used by staff and participants meet appropriate standards.

Explanation: The requirements for the PFD's include: a) PFD's meet the standards set by the US and Canadian Coast Guard; b) the appropriate type (e.g., Type I, II, III, or IV PFD's), size, and fit for each user based on the type of water activity; c) buoyancy is sufficient to support the particular participant's weight; d) a safety check is conducted immediately prior to use; e) be in serviceable conditions, including clasps and zippers being in working condition.

40.F.02 PFD's are cared for in an appropriate manner.

40.F.03 Appropriate inspection of PFD's is conducted prior to participant use.

40.F.04 The purchase or rental, maintenance, and replacement of PFD's are properly recorded.

Explanation: These include: a) purchaser is aware of the type of PFD's required for the various water activities; b) wet PFD's are allowed to dry thoroughly before storing; c) storage is in a well-ventilated area; d) all PFD's are tested annually for buoyancy; e) PFDs are appropriately marked for inventory and retrieval.

40.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for replacement.

40.F.06 Staff use and teach the use of PFD's in an appropriate manner.

Explanation: Rules adhered to include: a) PFD's are fitted so the participant will float effectively; b) participants are informed as to how their PFD works in the water under the conditions they are likely to experience; c) all PFD's are checked at the beginning of each day by instructor and participants; d) any damaged PFD's are brought to the instructors' attention; e) PFD's are not altered or used in a manner for which they are not intended; f) participants are informed of and, when appropriate, practice the methods of swimming while wearing PFD's.

Section 41. FLAT WATER CANOEING AND KAYAKING

This section includes operations in Tandem Canoe (OC-2, C-2), Solo Canoe (OC-1, C-1), and Kayaks (K-1)

--A. General--

41.A.01 Program staff have the skills, knowledge, and experience to conduct flat water canoeing and kayaking and to meet the risk management, operational, and curriculum expectations of this activity.

41.A.02 Program staff keep up-to-date on changes in technology and procedures for flat water canoeing and kayaking.

41.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

41.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

41.A.05 This activity may combine a number of standards found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

41.B.01 Staff are familiar with the operating sites for flatwater canoeing/kayaking.

Explanation: A pre-site investigation is conducted to understand the conditions as well as the educational/therapeutic possibilities of the sites.

41.B.02 The terrain selected is appropriate for the level of participant skills.

41.B.03 Appropriate preparations are conducted.

41.B.04 Staff are aware of the appropriate history of the area.

--C. Human Understanding--

41.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

41.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

41.D.01 There are written guidelines for the conduct of the activity.

41.D.02 Adequate instruction is provided.

Explanation: Some of the strokes include but may not be limited to: a) power strokes; b) turning; c) corrective strokes; d) braces. Some of the maneuvers may include but may not be limited to: a) spins; b) forward straight; c) reverse straight; d) sideslips or shifts; e) eddy turns or peelout; f) bracing; g) ferries; h) rolling.

41.D.03 Adequate supervision is provided.

Explanation: Visual supervision is done for beginners and individuals unfamiliar with the activity area, or when participants could inappropriately deviate from the intended route.

41.D.04 Appropriate speeds are established that will reasonably prevent injury.

41.D.05 Experiences are sequenced appropriately.

41.D.06 Appropriate warm-up activities are conducted.

41.D.07 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

41.D.08 Proper group sizes and staff:participant ratios are followed for flatwater canoeing and kayaking activities.

41.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

41.D.10 Appropriate assessment and planning procedures are conducted.

41.D.11 Appropriate safety procedures are followed.

Explanation: This includes but may not be limited to considering the water temperature in relation to the clothing, skills, and abilities of the participants to determine whether to enter the program area or not.

--E. Emergency Procedures--

41.E.01 Staff have appropriate theoretical and practical training in emergency skills.

Explanations: These include but may not be limited to: a) participant self-rescue procedures that have been practiced; b) group rescue procedures; c) boat assisted rescues; d) informing participants of what they are supposed to do in case of an emergency; e) an appropriate level of instructor swimming ability to conduct emergency procedures and person overboard drills.

During a rescue, considerations include but may not be limited to: a) the implementation of self-rescue skills; b)

the implementation of group-rescue skills; c) appropriate emergency medical and evacuation procedures; d) the implementation of boat-rescue skills; e) properly securing equipment.

41.E.02 Areas are inspected for environmental hazards.

41.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation : These include but may not be limited to: a) filing contingency plans and schedules with a contact person who will notify appropriate personnel if a party is overdue; b) appropriate swim evaluations that demonstrate an ability to manage situations according to the prevailing conditions; c) appropriate access points; (d) advance scouting; e) appropriate planning of route choices; f) proper organization of the group and the boats; g) appropriate spacing; h) the appropriate storage of food, clothing and first aid gear at access points.

41.E.04 Appropriate emergency equipment is available when appropriate.

41.E.05 Adequate levels of support are available for rescue operations.

41.E.06 Participants are properly prepared for emergency procedures.

Explanations: These include but may not be limited to: a) appropriate swimming evaluations; b) swim tests with life preservers on; c) practicing rescue procedures.

--F. Clothing and Equipment--

41.F.01 Participants have appropriate clothing and equipment.

Explanations: All boats are outfitted with appropriate equipment. These items include but may not be limited to: a) first aid equipment; b) rescue equipment; c) storage of accessory gear; d) flotation; e) spray covers.

Participants have or are provided with the appropriate clothing for the activities and conditions to be encountered. Conditions on which clothing needs are based include but are not limited to: a) the length of time participants may spend in the water; b) the experience level of the participant. The kind of clothing considered includes but may not be limited to: a) wet/dry suits; b) pile or bunting top and bottoms; c) appropriate booties; d) pile or polypro gloves; e) wool, pile or poly pro hats; f) wind pants and jackets.

Personal flotation devices are worn at all appropriate (see Section 40) times while participants are in a boat while in the water.

41.F.02 Equipment is cared for in an appropriate manner.

41.F.03 Appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

41.F.04 The purchase or rental, maintenance, and replacement of equipment is properly conducted and recorded.

Explanation: These include but may not be limited to: a) all equipment is checked at appropriate intervals to ensure its safety for operation; b) damaged equipment is not used and is replaced appropriately; c) the maintenance and replacement of equipment is properly recorded.

41.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

41.F.06 Staff teach the use of equipment in an appropriate manner.

Explanation: These include but may not be limited to: a) all equipment is checked at the beginning of each day by instructor and participants; b) any damaged equipment is brought to the instructors' attention by participants; c) appropriate practices for the transportation of boats, including carrying methods, car top tie-downs, trailer tie-downs,

and safe loading and unloading procedures for boats and people.

--G. Nourishment--

41.G.01 Participants have or are provided with the appropriate nourishment.

Section 42. WHITE WATER CANOEING AND KAYAKING

--A. General--

42.A.01 Program staff have the skills, knowledge, and experience to conduct white water canoeing and kayaking and to meet the risk management, operational, and curriculum expectations of this activity.

42.A.02 Program staff keep up-to-date on changes in technology and procedures for white water canoeing and kayaking.

42.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

42.A.04 Program staff are aware of and limit the potential environmental or cultural impact of the activity.

42.A.05 This activity may combine a number of other standards found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

42.B.01 Staff are familiar with the operating routes for canoeing and/or kayaking.

Explanation: A pre-site investigation is conducted to understand the conditions as well as the educational/therapeutic possibilities.

42.B.02 The operating routes selected are appropriate for the level of participant skills.

42.B.03 Proper activity preparations are conducted.

Explanation: The paddling area is visually inspected and, if necessary, cleared before entering the water. Inspection items include but are not limited to: a) water levels and flow rates; b) fallen trees and/or branches; c) obstacles. If any obstructions on the intended route are considered to be an unacceptable hazard and cannot be rectified, an alternate route is selected.

42.B.04 Staff are aware of the appropriate history of the area.

--C. Human Understanding--

42.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

42.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

42.D.01 There are written guidelines for the conduct of the activity.

42.D.02 Adequate instruction is provided.

Explanation: Some of these strokes include but may not be limited to: a) power strokes; b) turning; c) corrective strokes; d) braces. Some of the maneuvers include but may not be limited to: a) spins; b) forward straight; c) reverse straight; d) sideslips or shifts; e) eddy turns or peelout; f) bracing; g) ferries; h) rolling.

42.D.03 Adequate supervision is provided.

Explanation: Visual observation is maintained when appropriate. Visual supervision is essential for beginners and individuals unfamiliar with the activity area, or when participants could deviate from the intended route in rapids. Instructors are available to supervise activities in white water activities. The nature of the overall supervision will be dictated by the conditions.

42.D.04 Appropriate speeds for all group members are established that will reasonably prevent injury.

42.D.05 Experiences are sequenced appropriately.

42.D.06 Appropriate warm-up activities are conducted.

42.D.07 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

42.D.08 Appropriate groups sizes and staff:participant ratios are followed.

Explanation: The ACA's National Instruction Committee strongly suggests the maximum class size for tandem moving and white water courses to be 10 participants to 2 staff (with the total number of boats being six). They also strongly suggest that all solo moving and white water courses be staffed by two certified instructors with a maximum of 10 participants. PAS reviewers will look for this compliance.

42.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

42.D.10 Appropriate assessment and planning procedures are conducted.

42.D.11 Appropriate safety procedures are followed.

Explanation: The water temperature in relation to the clothing, skills, and abilities of the participants will determine whether to enter the program area or not.

--E. Emergency Skills--

42.E.01 Staff have appropriate theoretical and practical emergency skills and are familiar with the American Whitewater Affiliation (AWA) Safety Code.

Explanations: Procedures prior to a rescue include but may not be limited to: a) participant self-rescue; b) group rescue procedures; c) participant knowledge of what they are supposed to do in case of an emergency; d) the ability to recover from pinning situations. Procedures during an actual rescue include but may not be limited to: a) the implementation of self-rescue and group-rescue skills; b) appropriate emergency medical and evacuation procedures; c) rescuing a pinned craft; d) securing equipment.

42.E.02 Areas are inspected for environmental hazards.

42.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: These items include but may not be limited to: a) contingency plans; b) filing plans and schedules with a contact person who will notify appropriate personnel if a party is overdue; c) swim tests that demonstrate an ability to manage situations according to the conditions prevailing; d) appropriate access points; e) advance scouting; f) well thought out route choices; g) proper organization of the group and the boats, including appropriate spacing and set up for entering individual rapids; h) appropriate storage of extra gear such as food, clothing, and first aid gear at access points. Items will be determined based on factors that include but may not be limited to: a) rate of flow; b) length of route; c) skills and abilities of participants.

42.E.04 Appropriate emergency equipment is available when appropriate.

Explanation: Emergency kits, clothing, shelter, and food are provided for trips when appropriate.

42.E.05 Adequate levels of support are available for rescue operations.

42.E.06 Participants should be properly prepared for emergency procedures.

Explanations: Participants are properly prepared for tipping over and swimming in rapids. These preparations include but may not be limited to: a) swim tests with life preservers on in moving or easy whitewater; (b) practicing rescue procedures such as swimming with a boat.

--F. Clothing and Equipment--

42.F.01 Participants have or are provided with appropriate clothing and equipment.

Explanation: All boats are outfitted with appropriate equipment. These items include but may not be limited to: a) flotation; b) thigh straps - If these are used, boaters must be able to remove straps if capsized. The ACA recommends that open canoeists using thigh straps wear helmets; c) spray covers that release when appropriate; d) adequately supported decks; e) first aid equipment appropriate for the setting, including distance to medical facility and access; f) rescue equipment, including throw lines/throw bags, painter lines, grab loops, pulley and rope systems, repair kits.

Participants have or are provided with the appropriate clothing and equipment for the conditions to be encountered. Factors that determine these items include but may not be limited to: a) temperature of the water and air; b) the length of time participants may spend in the water; c) the degree of difficulty of the rapid; d) the experience level of the participant. Items of clothing and equipment to be considered include but may not be limited to: a) wet/dry suits; b) pile or bunting top and bottoms; c) appropriate booties; d) pile or polypro gloves; e) pile or poly pro hats; f) wind pants and jacket.

Personal flotation devices are worn at all times while participants are in a boat and if participants could fall or be pulled into the water. Procedures that are detailed in Section 40 are followed. Type III and IV models are commonly used in white water canoeing/kayaking activities.

42.F.02 Storage of accessory gear is made secure to avoid a paddler's entanglement with ropes, rope systems, and other gear.

42.F.03 Equipment is cared for in an appropriate manner.

42.F.04 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

42.F.05 The purchase or rental, maintenance, and replacement of equipment is properly conducted and recorded.

Explanation: These include but may not be limited to: a) all equipment is checked at appropriate intervals to insure its safety for operation; b) damaged equipment is replaced appropriately; c) the purchase, maintenance and replacement schedule of equipment is appropriately recorded.

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42.F.06 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

42.F.07 Staff teach the use of equipment in an appropriate manner.

Explanation: These include but may not be limited to: a) all equipment checked at the beginning of each day by instructor and participants; b) damaged equipment is brought to the instructors' attention; c) canoes/kayaks chosen for program use are appropriate for given river conditions, and the skill level and abilities of participants.

--G. Nourishment--

42.G.01 Participants have or are provided with the appropriate nourishment.

Section 43. RIVER RAFTING

--A. General--

43.A.01 Program staff have the skills, knowledge, and experience to conduct river rafting and to meet the risk management, operational, and curriculum expectations of this activity.

43.A.02 Program staff keep up-to-date on changes in technology and procedures for river rafting.

43.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

43.A.04 Program staff are aware of and limit the potential environmental or cultural impact of rafting in the area.

43.A.05 This activity may combine a number of other standards found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

43.B.01 Staff are familiar with the operating sites for rafting.

Explanation: A pre-site investigation is conducted to understand the conditions as well as the educational/therapeutic possibilities. This includes locating appropriate takeout areas and access to safe transportation sites.

43.B.02 The terrain selected is appropriate for the level of participant skills.

43.B.03 Proper activity preparations are conducted.

Explanation: The rafting route is visually inspected and, if necessary, cleared before entering the water. Inspection items include but are not limited to: a) water levels and flow rates; b) fallen trees and/or branches; c) obstacles. If any obstructions on the intended route are considered to be an unacceptable hazard and cannot be rectified, an alternate route is selected.

43.B.04 Staff are aware of the appropriate history of the area.

--C. Human Understanding--

43.C.01 The goals are identified and routes are adapted to meet the needs and abilities of the participants.

43.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

43.D.01 There are written guidelines for the conduct of the activity.

43.D.02 Adequate instruction is provided.

Explanation: Strokes include but may not be limited to: a) forward paddling; b) back paddling; c) drawing. Maneuvers include but may not be limited to: a) ferrying; b) turning; c) bow first and stern first.

43.D.03 Adequate supervision is provided.

Explanation: Visual observation is maintained by the staff when appropriate. Visual supervision is essential for beginners and individuals unfamiliar with the activity area, or when participants could deviate from the intended route in rapids. Instructors are present to supervise activities. The overall supervision will be dictated by the conditions.

43.D.04 Appropriate speeds are established that will reasonably prevent injury.

43.D.05 Experiences are sequenced appropriately.

43.D.06 Appropriate warm-up activities are conducted.

43.D.07 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

43.D.08 Proper group sizes and staff:participant ratios are followed for rafting activities and the size/type of boats used.

Explanation: Staff are aware that group size and staff:participant ratios will vary with the difficulty of the white water, trip length, accessibility of the site, water temperature, and other factors.

43.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

43.D.10 Appropriate assessment and planning procedures are conducted.

Explanation: Appropriate planning is conducted for the particular type of rafting conditions encountered.

43.D.11 Appropriate safety procedures are followed.

Explanation: The water temperature in relation to the clothing, skills, and abilities of the participants will determine whether to enter the program area or not. Helmets are worn by participants and staff when conditions warrant. Boaters who are paddling in difficult rapids with a probability of flipping should wear appropriate helmets.

--E. Emergency Procedures--

43.E.01 Staff have the appropriate theoretical and practical emergency skills for the sites where white water rafting activities are being conducted.

Explanation: Procedures prior to a rescue include but may not be limited to: a) participant self-rescue; b) group rescue; c) participant knowledge of what they are supposed to do in case of an emergency; d) the ability to recover from pinning situations; e) staff have appropriate rescue equipment, including knives for rescues. Procedures during an actual rescue include but may not be limited to: a) the implementation of self-rescue; b) appropriate emergency

medical and evacuation protocol; c) rescuing a pinned craft; d) securing equipment.

43.E.02 Areas are inspected for environmental hazards.

43.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: These include but may not be limited to: a) contingency plans; b) filing plans and schedules with a contact person who will notify appropriate personnel if a party is overdue; c) swim tests that demonstrate an ability to manage situations according to the conditions prevailing; d) appropriate access points; e) advance scouting; f) well-thought out route choices; g) proper organization of the group; h) appropriate spacing and set up for individual rapids; i) appropriate storage of extra gear at access points, including food, clothing, and first aid. Factors that will determine these items include: a) condition of the river route; b) anticipated weather conditions; c) skills and abilities of the participants.

43.E.04 Appropriate emergency equipment is available when appropriate.

Explanation: Emergency kits, clothing, shelter, and food are provided for trips when appropriate.

43.E.05 Adequate levels of support are available for rescue operations.

43.E.06 Participants should be properly prepared for emergency procedures.

Explanation: Participants are appropriately prepared for flipping over and swimming in rapids. These preparations include but may not be limited to: a) swim tests with life preservers on; b) practicing rescue procedures; c) capsize drills.

--F. Clothing and Equipment--

43.F.01 Participants have or are provided with appropriate clothing and equipment.

Explanation: Rafts selected for program use are of the appropriate type given the river conditions and the skill/needs of the participant. All rafts are outfitted with appropriate equipment. These include but may not be limited to: a) air chambers; b) pumping/bailing systems; c) taut perimeter grab lines threaded through appropriate loops; d) first aid equipment for the experience in which they are involved (e.g., wilderness versus more urban settings); e) rescue equipment, including lines, throw bags, haul lines, pulley and rope systems, rescue and repair kits, knives; f) bailing systems

Factors that will determine participant personal items include but may not be limited to: a) temperature of the water and air; b) the length of time participants may spend in the water; c) the degree of difficulty of the rapid; d) the experience level of the participant. Items of clothing and equipment to be considered include but may not be limited to: a) wet/dry suits; b) pile or bunting top and bottoms; c) appropriate booties; d) pile or polypro gloves; e) pile or poly pro hats; f) wind pants and jacket.

Personal flotation devices are worn at all appropriate (see Section 40) times while participants are in a raft while in the water.

43.F.02 Storage of accessory gear is secured to avoid a paddler's entanglement with ropes, rope systems, and other gear.

43.F.03 Equipment is cared for in an appropriate manner.

43.F.04 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

43.F.05 The purchase or rental, maintenance, and replacement of equipment is properly conducted and recorded.

Explanation: These include but may not be limited to: a) all equipment is checked at appropriate intervals to

insure its safety for operation; b) damaged equipment is replaced appropriately; c) the purchase, maintenance and replacement schedule of equipment is appropriately recorded.

43.F.06 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

43.F.07 Staff teach the use of equipment in an appropriate manner.

Explanation: These include but may not be limited to: a) all equipment checked at the beginning of each day by instructor and participants; b) damaged equipment should be brought to the instructors' attention

--G. Nourishment--

43.G.01 Participants have or are provided with the appropriate nourishment.

Section 44. SEA KAYAKING

--A. General--

44.A.01 Program staff have the skills, knowledge, and experience to conduct sea kayaking and to meet the risk management, operational, and curriculum expectations of this activity.

44.A.02 Program staff keep up-to-date on changes in technology and procedures for sea kayaking.

44.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

44.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

44.A.05 This activity may combine a number of standards found in other sections, so those will apply accordingly.

--B. Environment Understanding--

44.B.01 Staff are familiar with the area of operations.

Explanation: A pre-site investigation is conducted to understand the conditions as well as the educational/therapeutic possibilities. This includes appropriate takeout areas and access to safe transportation sites.

44.B.02 The area of operations selected is appropriate for the level of participant standards.

44.B.03 Proper activity preparations are conducted.

44.B.04 Staff are aware of the history of the area.

--C. Human Understanding--

44.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

44.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

44.D.01 There are written guidelines for the conduct of the activity.

44.D.02 Adequate instruction is provided.

Explanation: Skills include but may not be limited to: a) boat construction; b) carrying boats; c) boat care and maintenance; d) weight distribution and loading; e) navigation skills; f) communication; g) rafting boat procedures; h) deploying sea anchors; i) appropriate strokes; j) appropriate maneuvers.

44.D.03 Adequate supervision is provided.

Explanation: All convoys have appropriate support boats and escorts when paddling in open stretches of water. Escort times may include: a) when convoys are crossing large, extended bodies of water. The skill level of participants and the environmental conditions may preclude this activity even with an escort.

44.D.04 Appropriate speeds for all group members are established that will reasonably prevent injury or illness.

44.D.05 Experiences are sequenced appropriately.

44.D.06 Appropriate warm-up activities are conducted.

44.D.07 All paddling is conducted in times of good visibility.

Explanation: Unless there is an emergency situation, all low-visibility paddling is done within 100 yards of shore.

44.D.08 Proper group sizes and staff:participant ratios are followed for sea kayaking activities and the size/type of boats used.

Explanation: In most circumstances there should be a minimum of one staff boat for every five student kayaks. Conditions may warrant an even smaller staff:participant ratio.

44.D.09 Participants are appropriately prepared and briefed, and then debriefed following the experience.

44.D.10 Appropriate assessment and planning procedures are conducted.

Explanation: Participants will pass appropriate swim evaluations prior to program participation. Participants have demonstrated appropriate swimming skills prior to program participation.

44.D.11 Appropriate safety procedures are followed.

Explanation: These include but may not be limited to: a) shore maneuvers; b) bracing techniques; c) basic sea operation procedures. When travelling in a convoy, boats should be within a 50 yard perimeter of one another. During certain times of poor conditions, such as low visibility or winds, this distance may be reduced and staff may want boats close enough for verbal communication.

--E. Emergency Procedures--

44.E.01 Staff have theoretical and practical training in sea kayak rescue, and adequate rescue equipment is available in the kayaks and/or support boats.

Explanation: There is a predetermined plan on how rescues are to be conducted, including but not limited to: a) other boats raft together and deploy drogue anchors, b) designated boats assist with the rescue. The designated rescue boat(s) are always in a position where it can respond quickly to emergencies.

44.E.02 Areas are inspected for environmental hazards.

44.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: All convoys make contact at appropriate and predesignated time intervals. This may necessitate making contact at 24 hour intervals, although conditions may require a shorter period of contact.

44.E.04 Appropriate emergency equipment is available.

Explanation: All sea kayaks carry signal flares when appropriate.

44.E.05 Adequate levels of support are available for rescue operations.

Explanation: Escort boats are on call 24 hours a day to provide assistance.

44.E.06 Participants are properly prepared for emergency procedures.

Explanations: Participants are appropriately prepared for capsizing and swimming in the ocean. Preparations include but may not limited to: a) swim evaluations; b) swim tests with life preservers on; c) drownproofing techniques; d) practicing rescue procedures; e) capsize single boat drills; f) multiple boat capsize drills; g) hypothermia drills. Capsize drills are conducted with appropriate support personnel that may include a trained diver and support staff support boat.

--F. Clothing and Equipment--

44.F.01 Participants have or are provided with appropriate clothing and equipment.

Explanation: The type of kayak selected will be determined by factors that include but may not be limited to: a) the ocean conditions anticipated; b) the weather; c) the skills and abilities of the participant. All sea kayaks have appropriate flotation and other equipment. A minimum level should be enough solid flotation to float a boat awash with one person aboard. Equipment includes but may not be limited to: a) one paddle per participant, b) a signal flare kit, c) a sea anchor or drogue, d) bilge pump, e) two or more storage liners that can function as flotation, f) spray skirt, g) deck cleats, h) pad eyes and shock cord, i) sponges, j) life jackets with appropriate spares for the group, k) flashlight, l) appropriate clothing (e.g., wet suit, dry suit, other types of appropriate clothing), m) a paddle park for each paddle, n) compass, o) lightweight waterproof jacket, p) repair kit.

All sea kayaks carry appropriate accessory equipment. Separate from other equipment listed in this category, each boat must have one spray skirt per cockpit, one paddle float, one flare kit, extra paddles for every other boat, and one or more extra radar reflective devices per five (5) students. Sea kayaks must also carry fixed attachments for rafting.

Participants have or are provided with appropriate clothing for sea kayaking activities. Factors that will determine these items include but may not be limited to: a) temperature of the water and air; b) the length of time participants may spend in the water; c) the degree of difficulty of the route; d) the experience level of the participant. Items of clothing and equipment to be considered include but may not be limited to: a) wet/dry suits; b) pile or bunting top and bottoms; c) appropriate booties; d) pile or polypro gloves; e) pile or polypro hats; f) wind pants and jacket; g) waterproof bag.

Each boat must have an appropriate pumping system (e.g., bilge pumps) that is easily accessible and ready to be properly deployed. At least one staff boat in each convoy should carry a waterproof VHF radio that is readily accessible in case of needed support. There may be conditions where other communications are required.

Personal flotation devices are worn at all appropriate times while participants are in sea kayaks while in the water. See Section 40 for other standards regarding PFD's.

Helmets are worn by participants and staff when conditions warrant. When paddling in rocky areas with a probability of turning over, helmets are worn.

44.F.02 Participants remove from their bodies and clothing objects that could lead to injury.

44.F.03 Equipment is cared for in an appropriate manner.

44.F.04 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

44.F.05 The purchase or rental, maintenance, and replacement of equipment is properly conducted and recorded.

Explanation: This includes, but is not limited to: a) all equipment is checked at appropriate intervals to insure its safety for operation; b) damaged equipment is repaired or retired; c) the maintenance and replacement of equipment is recorded.

44.F.06 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

44.F.07 Staff teach the use of equipment in an appropriate manner.

Explanation: These include but may not be limited to: a) all equipment is checked at the beginning of each day by instructor and participants; b) damaged equipment should be brought to the instructors' attention.

--G. Nourishment--

44.G.01 Participants have or are provided with the appropriate nourishment.

Section 45. SAILING (To be completed in the future)

Section 46. SNORKELING (To be completed in the future)

Section 47. SCUBA DIVING (To be completed in the future)

CHAPTER VII

Technical Skills - Air

Section 50. PARAPENTE (To be completed in the future)

Section 51. HANG GLIDING (To be completed in the future)

Section 52. PARACHUTING (To be completed in the future)

CHAPTER VIII

Environmental, Emergency, and Cultural Skills

Section 60. SERVICE PROJECTS

--A. General--

60.A.01 Program staff have the skills, knowledge, and experience to conduct service projects and to meet the risk management, operational, and curriculum expectations of this activity.

60.A.02 Program staff keep up-to-date on changes in technology and procedures for service projects.

60.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

60.A.04 Program staff are aware of and limit the potential environmental or cultural impact of service projects.

Explanation: The program respects the local culture, including both social and physical aspects. The program has a policy of learning about the indigenous culture in the places where programming takes place and conducts practices that honors their rules, customs, and mores, and does not disturb their physical aspects. These include but may not be limited to: a) using sites where indigenous cultures practice religious/spiritual ceremonies; b) adding to or eradicating pictographs; c) removing ceremonial or other important artifacts; d) photographing sacred or private ceremonies and situations.

60.A.05 This activity may combine a number of other skills found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

60.B.01 Staff are familiar with the area selected.

Explanation: A pre-site investigation of the terrain and/or neighborhood is conducted to understand the conditions as well as the educational and/or therapeutic possibilities for the participants.

60.B.02 The service project area selected is appropriate for the level of participant skills.

Explanation: Participants are not exposed to a service project or area that is beyond their level of physical or psychological readiness.

60.B.03 Proper activity preparations are conducted.

Explanation: Staff have arranged in advance for the service to be performed. Even though the service to be performed may obviously be needed, permission and agreement from the people to perform the service for them and/or the places which they inhabit or control are required.

60.B.04 Staff are aware of the appropriate history of the area where the service project is conducted.

--C. Human Understanding--

60.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

60.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

60.D.01 The program has written guidelines for the conduct of the activities as they relate to the culture.

60.D.02 Participants are provided with adequate instruction regarding the tasks to be performed, including the use of any tools or equipment that might be involved.

Explanation: Service projects can involve the use of equipment and tools unfamiliar to participants. Protocols and training for the use of such tools is in place.

60.D.03 Adequate supervision is provided.

60.D.04 A pace is set for completing the project that is appropriate for all group members and which will reasonably prevent injury or illness.

60.D.05 The tasks within the project are sequenced appropriately.

60 D.06 There are appropriate staff:participant ratios for service project activities.

60.D.07 Appropriate assessment and planning procedures are conducted.

Explanation: Methods of performing the service are consistent with the results desired. This includes such considerations as balancing the acts of creating program waste while cleaning up an area and cutting trails into wilderness areas.

60.D.08 Appropriate safety procedures are followed.

--E. Emergency Procedures--

60.E.01 Staff can perform appropriate emergency procedures for the service project activity.

Explanation: If the service project is outside the area of normal operations, the program has made contact with the appropriate local personnel. The program has attended to emergency protocols, such as preparation for injuries, illnesses, or missing participants prior to any such event by contacting the appropriate local personnel.

60.E.02 Project areas are inspected for environmental hazards.

60.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

60.E.04 Appropriate emergency equipment is available when appropriate.

60.E.05 Adequate levels of support are available for rescue operations.

60.E.06 Participants are properly prepared for emergency procedures

--F. Clothing and Equipment--

60.F.01 Participants have appropriate clothing and equipment.
Explanation: The program takes the people and location of the project into consideration when planning clothing and equipment. It may be important to require certain kinds of clothing and equipment for locations where service is performed.

--G. Nourishment--

60.G.01 Participants have or are provided with the appropriate nourishment.
Explanation: Programs supply adequate levels of food and water for participants.

Section 61. CAMPING

--A. General--

61.A.01 Program staff have the skills, knowledge, and experience to conduct camping and to meet the risk management, operational, and curriculum expectations of this activity.

61.A.02 Program staff keep up-to-date on changes in technology and procedures for camping.

61.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.
Explanation: Staff have secured all required permits and permissions for sites.

61.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.
Explanation: The program has a protocol which addresses minimum environmental impact in selection and use of camp sites. The protocol must address issues that include but may not be limited to: a) damage to site; b) waste disposal; c) water quality - drinking, cooking, bathing; d) stoves v. firewood; e) tents v. shelters of natural materials.

61.A.05 This activity may combine a number of other skills found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

61.B.01 Staff are familiar with the terrain in which camps will be made.

61.B.02 The camp selected is appropriate for the level of participant skills.

61.B.03 Proper activity preparations are conducted.

61.B.04 Staff are aware of the appropriate history of the area where the camping experience is conducted when appropriate.

--C. Human Understanding--

61.C.01 The goals are identified and activities are adapted to meet the needs and

abilities of the participants.

Explanation: Staff are sensitive to and attend to participants' basic health needs in the camping situation. These include but may not be limited to: a) participants may never have camped before; b) participants may have problems coping with basic sanitation needs. PAS reviewers will focus on how the program and staff manage the basic daily health and sanitation needs of participants.

61.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

61.D.01 There are written guidelines for the conduct of the activity.

61.D.02 Adequate instruction is provided.

Explanation: Staff choose appropriate sites for setting up camps or teach participants how to choose and set up an appropriate low impact campsite.

61.D.03 Adequate supervision is provided.

61.D.04 Complexity of camp set up is sequenced appropriately.

61.D.05 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

61.D.06 There are appropriate staff:participant ratios for camping activities.

61.D.07 Participants are appropriately prepared and briefed, and then debriefed following the experience.

61.D.08 Appropriate assessment and planning procedures are conducted.

61.D.09 Appropriate safety procedures are followed.

--E. Emergency Procedures--

61.E.01 Staff can perform appropriate emergency procedures for the camping activity.

61.E.02 Areas are inspected for environmental hazards.

61.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: The program has contingency plans for emergency campsites in the event that an emergency or change of route plan requires them. It may be necessary to camp in a location that is not considered low impact or to use wood for fires where stoves would normally be used. There is also a contingency plan for cleaning up such sites, if at all possible, at a later date.

61.E.04 Appropriate emergency equipment is available when appropriate.

61.E.05 Adequate levels of support are available for rescue operations.

61.E.06 Participants should be properly prepared for emergency procedures.

--F. Clothing and Equipment--

61.F.01 Participants have or are provided with appropriate clothing and equipment for camp living.

Explanation: These items include but are not limited to: tents, tarps, hammocks, stoves, food packaging, tools for sanitary facilities.

61.F.02 Equipment is cared for in an appropriate manner.

61.F.03 An appropriate inspection of camping equipment is conducted prior to participant use.

61.F.04 The purchase or rental, maintenance, and replacement of equipment is properly conducted and recorded.

61.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

61.F.06 Staff teach the use of equipment in an appropriate manner.

--G. Nourishment--

61.G.01 Participants have or are provided with the appropriate nourishment.

Section 62. REMOTE WILDERNESS TRAVEL

--A. General--

This kind of travel may include off the trail hiking above and below timberline, in all seasons. Many of the accreditation standards for other activities encountered will apply here. See those standards for appropriate explanations.

--B. Environmental Understanding--

62.B.01 Staff are familiar with the terrain selected.

62.B.02 The terrain selected is appropriate for the level of participant skills.

--D. Conducting the Activity--

62.D.01 Participants are provided with adequate instruction.

Explanation: Skills taught include but may not be limited to: a) route finding in the kind of terrain expected and in all kinds of weather; b) negotiating terrain such as swift streams, frozen lakes and rivers, glaciers, avalanche slopes, deserts, thick underbrush; c) understanding clothing, equipment, food, navigation, conduct on the route, injury prevention, and emergency procedures.

62.D.02 Participants are provided with adequate supervision.

Explanation: Factors determining this include but may not be limited to: a) type of activities; b) type of terrain; c) climate and weather; d) skills and abilities of participants.

62.D.03 Travel proceeds at a pace which is appropriate for all members of the group and which will reasonably prevent injury or illness.

--F. Clothing and Equipment--

62.F.01 Participants have or are provided with the appropriate clothing and equipment.

Explanation: Factors that determine the kinds of clothing and equipment include but may not be limited to: a) the length of the trip; b) the type of terrain; c) the climate and weather; d) the skills and abilities of the participants.

--G. Nourishment--

62.G.01 Participants are provided with adequate food and liquid.

Explanation: Factors that determine the kinds of food and liquid provided include but may not be limited to: a) the length of the trip; b) the type of terrain; c) the climate and weather; d) the skills and abilities of the participants.

Section 63. EXPEDITIONS

--A. General--

63.A.01 Staff understand that expeditions are generally long-term extended trips where the group may need to be resupplied more than once. They often can be major undertakings in potentially harsh settings and frequently involve remote travel.

Explanation: Traditionally, expeditions in adventure programs have often been used as "training experiences" for participants to pull together a variety of skills, or as a culminating activity after participants have acquired the necessary skills (often through the program's activities). All practices outlined in other relevant areas apply here, with the substitution or addition of the standards which follow in this section.

63.A.02 Program staff keep up-to-date on changes in technology and procedures for expeditions.

63.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

63.A.04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

63.A.05 This activity may combine a number of other standards found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

63.B.01 Staff are familiar with the terrain selected, and can adapt to evolving changes.

Explanation: Staff have a general knowledge of the terrain in which travel will occur. This includes but may not be limited to: a) an understanding of the potential environmental conditions and hazards; b) an understanding of the educational/ therapeutic possibilities of the site.

63.B.02 The terrain selected is appropriate for the participants' level of skill.

63.B.03 Proper activity preparations are conducted.

Explanation: Participants are briefed prior to the expedition as to the type of potential dangers they may encounter, unless: a) there is an appropriate reason not to do this; b) the participants have the knowledge base necessary to deal with these unannounced situations; c) the participants are informed that they are not being instructed in all of the specifics of the expedition; and d) the participants think that it is in their best interests not to be informed.

The two factors which determine the level of disclosure are: 1) the goals of the program and 2) the skills and abilities of the participants.

63.B.04 Staff are aware of the appropriate history of the area of travel.

--C. Human Understanding--

63 C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

63.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

63.D.01 There are written guidelines for the conduct of the activity.

63.D.02 Adequate instruction is provided.

63.D.03 Appropriate plans of supervision are in place for programming.

Explanation: Factors that determine the level of supervision include but may not be limited to: a) participants' skills and abilities; b) difficulty of terrain; c) length of the trip; d) goal of the experience; e) environmental conditions. Some of these conditions may necessitate specific and direct visual observation by the instructor and supervision.

63.D.04 A pace is set that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Factors that determine the pace include but may not be limited to: a) participants' physical condition; b) environmental conditions; c) terrain; d) participants' skill level.

63.D.05 Skills taught are sequenced appropriately.

Explanation: Particular techniques and related skills are taught in a progressive manner. These include but may not be limited to: clothing, equipment, food and water intake, navigation, appropriate behavior, injury prevention, emergency procedures, snow physics, lightning awareness and procedures, river crossing procedures, loose rock and snow slope procedures, tides, wind, currents.

Participants have a functional understanding of how their equipment works and is repaired.

63.D.06 If programming is conducted in diminished conditions, it is limited to appropriate times and appropriate safety precautions are in place.

63.D.07 There are appropriate staff:participant ratios for these activities.

63.D.08 Participants are appropriately prepared and briefed, and then debriefed following the experience.

63.D.09 Appropriate assessment and planning procedures are conducted.

63.D.10 Appropriate safety procedures are followed.

Explanation: Participant groups are only allowed to make unaccompanied expeditions when the group has successfully demonstrated all of the necessary skills, has appropriate judgement, and has other critical qualities (including appropriate physical and psychological readiness). Unaccompanied groups have a minimum of four participants. Staff who make the decision to allow a group to be unaccompanied must have a background in making such decisions. Criteria for unaccompanied expedition groups include but may not be limited to:

a) If plans are made by participants, they are approved by the instructors.

b) The unaccompanied expedition does not cover terrain more hazardous than previously encountered by the participants.

c) Routes for unaccompanied expeditions are through terrain familiar to the instructors.

d) Prior to the unaccompanied expedition, the instructors provide a briefing that includes safety considerations and emergency procedures.

e) Instructors monitor the unaccompanied group's progress daily or more frequently as needed. Methods for doing this include periodic accompaniment, "shadowing," daily personal contact, checkpoints, and written notices.

f) Skills requiring direct specific supervision, which includes technical skills beyond the level of the participants such as major stream crossings or roped climbing are not included in the unaccompanied expedition itinerary.

g) The participants are informed of the proposed routes of the instructors, location of the base camp, and the routes of other groups that may also be conducting expeditions.

--E. Emergency Procedures--

63.E.01 Staff have the appropriate theoretical and practical training in emergency skills for the sites where expeditions are conducted.

Explanation: Instructors carry the necessary equipment for first aid and medical emergencies. All participants are aware of safety and emergency procedures.

63.E.02 Areas are inspected for environmental hazards.

63.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: Appropriate information and instructions are left with support and/or rescue personnel. This information includes but may not be limited to: a) when to begin search procedures if the group does not continue; b) the medical histories and contact persons for the group members; c) a list of the supplies including the amount of water and food taken with the group; d) any potential deviations the group may take from the intended route.

63.E.04 Appropriate emergency equipment is available.

63.E.05 Adequate levels of support are available for rescue operations.

63.E.06 Participants are properly prepared for emergency procedures.

Explanation: In case of an accident involving injury, the group has an action plan. This action plan includes but may not be limited to: a) sending out a competent party for assistance while a competent group stays with the injured person(s); b) treating the injured person with appropriate first aid; c) evacuating the injured person.

--F. Clothing and Equipment--

63.F.01 Participants have or are provided with appropriate clothing and equipment for the conditions to be encountered.

Explanation: Factors determining this include but may not be limited to: a) type of terrain; b) climate and weather; c) length of the expedition. Participants have enough clothing layers to protect against the coldest as well as warmest temperatures anticipated, and to replace any article that has become wet.

As expedition groups may be multiple days from the nearest roadhead or resupply source, they must be equipped with the appropriate gear to support self-sustaining efforts. This equipment will vary depending on a variety

of factors, including but not limited to climate, nature of the activities, length of expedition. Some of these items include but may not be limited to radio, maps, spare pieces of equipment, additional first and second aid materials, appropriate repair kits, and survival gear. Refer to other standards in appropriate activity sections.

63.F.02 Equipment is cared for in an appropriate manner.

63.F.03 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

63.F.04 The purchase or rental, maintenance, and replacement of equipment is properly conducted and recorded.

63.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

63.F.06 Staff teach the use of equipment in an appropriate manner.

--G. Nourishment--

63.G.01 Participants are provided with appropriate food and water.

Explanation: Factors that determine the kinds of food and liquid provided include but may not be limited to: a) the length of the trip; b) the type of terrain; c) the climate and weather; d) the skills and abilities of the participants.

Section 64. INTERNATIONAL CONSIDERATIONS

--A. General--

64.A.01 Program staff have the skills, knowledge, and experience to conduct international programming and to meet the risk management, operational, and curriculum expectations of this activity.

64.A.02 Program staff keep up-to-date on changes in technology and procedures for international programming.

64.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

64.A. 04 Program staff are aware of and limit the potential environmental or cultural impact of programs.

Explanation: The program respects the local culture, including both social and physical aspects. The program has a policy of learning about the indigenous culture in the places where programming takes place and conducts practices that honor their rules, customs, and mores, and does not disturb their physical aspects. These include but may not be limited to: a) using sites where indigenous cultures practice religious/spiritual ceremonies; b) adding to or eradicating pictographs; c) removing ceremonial or other important artifacts; d) photographing sacred or private ceremonies and situations.

64.A.05 This activity may combine a number of other standards found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

64.B.01 Staff are familiar with the terrain selected, and with medical considerations particular to the country.

Explanation: Staff have a general knowledge of the terrain and understand the conditions as well as the educational and/or therapeutic possibilities for the participants. Staff are aware that familiar terrain can change as a result of weather or other natural phenomena, or changing political conditions. Staff are also aware of particular plants, animals, and/or diseases that may have an effect on participants.

64.B.02 The terrain selected is appropriate for the level of participant skills.

64.B.03 Proper activity preparations are conducted.

64.B.04 Staff are aware of the appropriate history of the country and culture.

--C. Human Understanding--

64.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

64.C.02 Additional participant health concerns are addressed if necessary.

--D. Conducting the Activity--

64.D.01 There are written guidelines for the conduct of the activity.

64.D.02 Participants are provided with adequate instruction regarding clothing, equipment, food, navigation, conduct on the route, injury prevention, and emergency procedures in terms of the country and culture in which the program is operating.

64.D.03 Adequate supervision is provided.

64.D.04 A appropriate pace is used which is for all group members and which will reasonably prevent injury or illness.

64.D.05 Exposure to other cultures is sequenced appropriately.

64.D.06 There are appropriate staff:participant ratios.

64.D.07 Participants are appropriately prepared and briefed, and then debriefed following the experience.

64.D.08 Appropriate assessment and planning procedures are conducted.

64.D.09 Appropriate safety procedures are followed.

--E. Emergency Procedures--

64.E.01 The program has protocols, including notification procedures, for emergencies in the country, and has made contacts with the appropriate U.S. and local officials.

Explanation: Injuries, illnesses, or missing participants in foreign lands require that programs attend to certain

emergency protocols prior to any such event.

64.E.02 The program has established boundaries, rendezvous times, and emergency notification protocols.

64.E.03 Appropriate emergency equipment is available when appropriate.

64.E.04 Adequate levels of support are available for rescue operations.

64.E.05 Participants should be properly prepared for emergency procedures.

--F. Clothing and Equipment--

64.F.01 The program takes the country and culture in which it is operating into consideration when planning clothing and equipment.

Explanation: These include but may not be limited to: a) requiring a certain kind of dress code; b) bringing - or not bringing - certain equipment.

64.F.02 Equipment is cared for in an appropriate manner.

64.F.03 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

64.F.04 The purchase or rental, maintenance, and replacement of equipment is properly conducted and recorded.

64.F.05 The program keeps a usage and conditions log, and follows an established inspection schedule for appropriate materials.

64.F.06 Staff teach the use of equipment in an appropriate manner.

--G. Nourishment--

64.G.01 The program provides adequate and appropriate food and liquid for the location.

Explanation: This includes but may not be limited to: a) compensating for diet change because of available food in the country of travel; b) bringing water filters or other appropriate water purification methods.

Section 65. EMERGENCY RESPONSE TRAINING

--A. General--

65.A.01 Participants are taught appropriate emergency skills.

65.A.02 If emergency medical or evacuation simulations are to be used, participants are informed beforehand.

65.A.03 All appropriate protocols established by the EMS system and accepted emergency medical training systems will be followed.

Section 66. HORSEBACK RIDING

--A.General--

66.A.01 Program staff must meet age requirements and have an appropriate level of understanding of horses and riding principles.

Explanation: 1.) Head(s) of Riding must: a) be of appropriate age and possess appropriate experience working with horses and children; b) have training and experience in stable management and proper horse care; c) and be well skilled in all the expectations listed below.

2.) Instructors and Assistants must: a) be of appropriate age; b) Have training and experience in stable management and proper horse care; c) have training in instructional methods and teaching techniques and are able to use these in a safe, fun and educational program; d) be able to demonstrate correct riding techniques; e) be professional and set an example for students at all times regarding proper safety, dress, conduct, and horsemanship; f) participate in a barn staff orientation as explained under Human Understanding.

66.A.02 Program staff keep up-to-date on changes in technology and procedures for horseback riding.

66.A.03 Program staff are aware of and comply with access and legal statutes as well as rules and regulations.

Explanation: Many trails have specifications as to who can ride and require permits for group trekking.

66.A.04 Program staff are aware of and limit the potential environmental and cultural impact of program.

Explanation: The program understands the specific impact that a horseback riding group can have on forest trails, and works to limit these impacts through staying on trails marked for horses, limiting numbers of riders, and being aware of campsite situations which include horses.

66.A.05 The activity may combine a number of other skills found in other sections, so those will apply accordingly.

--B. Environmental Understanding--

66.B.01 Staff are familiar with the riding sites and trails.

Explanation: Staff know the rings, pastures, and trail sites and understand the physical conditions and educational/ therapeutic possibilities of the riding sites. Staff are aware of recent hazardous environmental conditions such as terrain surface, holes in pastures, weakened fences. Staff have knowledge of trails and how to evacuate in case of emergency. Trails should be clear of debris and should be a safe and proper width for the passage of horses. All rings and fields should be clear of debris and be an appropriate size for the students' ability to control the horse.

66.B.02 The riding sites selected are appropriate for the level of participant skills.

Explanation: Staff know which rings/ pastures are good for which type of instruction; staff are aware of differences in abilities of campers and understand how environment is appropriate for these levels.

66.B.03 The program uses or has constructed a barn which meets accepted standards; pastureland also meets required standards.

Explanation: Program recognizes the importance of the upkeep of the barn and pasture areas including: a) barns, stalls, sheds, paddocks and corrals used for the housing of horses are free of holes, bare electrical wires, projections, and are kept clean, dry, and free from the accumulation of soiled bedding and manure; b) provisions should be made for the consistent disposal of manure; c) pastures should provide proper fencing and shelter.

66.B.04 Staff are aware of the appropriate history of the program, the facilities, and the horses.

Explanation: Staff know the general background on the horses, how they have been trained, what types of characters they have, where they are best used.

--C. Human Understanding--

66.C.01 The goals are identified and activities are adapted to meet the needs and abilities of the participants.

Explanation: Staff are aware of the camper's riding ability, strength, and general confidence. Staff are aware of the abilities and personalities of the horses with whom they work. The program has outlined for and given staff: a) knowledge of teaching methods appropriate for the level of the students with whom they work; b) knowledge of abilities and personalities of all horses; c) safety issues and procedures while in the ring, field or trail.

66.C.02 Additional participant health concerns are addressed if necessary (both camper and horse).

--D. Conducting the Activity--

66.D.01 There are written guidelines for the conduct of the activity.

D.02 Adequate instruction is provided.

Explanation: Instructed skills should include, but not be limited to: a) basic understanding of horses, their characteristics, and appropriate behavior when around horses; b) the wearing of proper clothing; c) use of relevant equipment; d) procedures for proper warm-up and warm-downs from lesson; e) proper methods of mounting and dismounting; f) signals to the horse to stop, start, and steer. For English riding programs: g) two-point position and its importance in building a secure position; h) proper use of the reins to prevent abuse; i) proper use of aids; j) trotting in two-point position, followed by the posting trot.

Staff skills should include but not be limited to: a) ability to match mount with rider's skills; b) awareness of crowding, moody horses, loose girth, & the use of mane for stability in gaits quicker than the walk; c) exercises to develop a secure position; d) knowledge of appropriate rein length to prevent abuse; e) effective use of aids, voice commands, leg, hand and crop; f) encouraging communication between riders and horses, and between riders.

66.D.03 Adequate supervision is provided.

Explanation: Students must be under adult supervision whenever in contact or close proximity with horses.

66.D.04 Participants proceed at a pace which is appropriate for all group members and which will reasonably prevent injury or illness

Explanation: See specifics for horses in Section H.

66.D.05 Experiences are sequenced appropriately.

66.D.06 Appropriate warm-up activities are conducted.

66.D.07 There are appropriate group sizes and staff:participant ratios for riding activities.

Explanation: Ratios of instructors to children in the ring or field should be 1:6; on the trail ratio should be 1:3. Unmounted advanced classes may have ratio of 1:8; unmounted beginner classes may have a ratio of 1:5.

66.D.08 Participants are appropriately prepared before the experience.

Explanation: Campers have necessary equipment including an ASTM approved hard hat before getting their horse. Horses are appropriately tacked before being ridden.

66.D.09 Appropriate assessment and planning procedures are conducted.

Explanation: Prior to going on a trail each student should demonstrate: a) secure position on the horse; b) proper use of two-point position, i.e.: going uphill; c) proper steering ability; d) control at a walk and trot; e) ability to halt from a walk or trot; f) knowledge of correct position while going downhill.

66.D.10 Appropriate safety procedures are followed.

Explanation: This includes but is not limited to: a) students must have the knowledge of safety procedures in case of emergencies, i.e.: emergency dismounts; b) students must have the ability to keep appropriate spacing between horses in the ring, field and on trails; c) the trails selected should be appropriate for the skills and riding level of the participants; d) during tack-up and before the students mount, tack should be checked by a staff member; e) helmets are ASTM approved and are worn and fastened whenever students are in contact with horses; f) helmets must fit each rider securely.

--E. Emergency Procedures--

66.E.01 Staff can perform appropriate emergency procedures for the riding activities.

Explanations: Staff understand emergency skills and are certified in CPR and First Aid. First Aid kits and appropriate emergency equipment are available and are routinely checked. Staff members are trained and practiced in safety procedures for incidents or accidents that occur at or away from the main barn area. Any injuries, no matter how minor should be reported to and evaluated by the professional medical personnel on duty.

66.E.02 Areas are inspected for environmental hazards.

66.E.03 The program has established boundaries, rendezvous times, and emergency notification protocols.

Explanation: These include but are not limited to: emergency notification plans if trip is not back by certain time, and what to do if lost, behind schedule, injured, or confronted with unexpected weather or terrain.

66.E.04 Emergency equipment is available when appropriate.

Explanation: Fire extinguishers are present, prominently displayed, and operational. Necessary vet supplies are kept for emergencies with horses.

66.E.05 Adequate levels of support are available for rescue operations.

66.E.06 Participants should be properly prepared for emergency procedures.

Explanation: Participants know emergency dismount procedures and know what to do with the horse. Participants are aware of proper evacuation procedures; people are safely evacuated followed by the horses.

--F. Clothing and Equipment--

66.F.01 Participants have or are provided with appropriate clothing and equipment.

Explanation: These include but are not limited to policies that: a) each student should wear: long pants, appropriate shoes with a heel, and a closed toe, and a properly fitting ASTM approved helmet; b) all tack should properly fit the horse it is intended for; c) all tack should be cleaned, oiled and checked on a regular basis to avoid rotten stitching or leather.

66.F.02 Equipment is cared for in an appropriate manner.

66.F.03 An appropriate inspection of equipment and associated protective gear is conducted prior to participant use.

66.F.04 The purchase or rental, maintenance, and replacement of riding equipment is

properly conducted and recorded.

--G. Nourishment--

66.G.01 Participants have or are provided with the appropriate nourishment.

--H. Horse Health--

66.H.01 Feed and fresh water must be provided daily.

66.H.02 Horses must be watched to verify they are maintaining good weight and health.

66.H.03 Care must be taken to prevent contamination of grain and hay from dirt, mold, manure, insects, and other foreign objects.

66.H.04 Salt and other supplement minerals are regularly provided for all horses.

66.H.05 Horses are turned out in a paddock, or preferably a pasture, on a daily basis.

66.H.06 Regular worming, vaccinations, teeth floating and shoeing are implemented for each horse.

66.H.07 Injuries or ailments are treated by staff or professional medical personnel. Appropriate vet supplies must be kept on hand; these supplies must be out of reach of children.

66.H.08 Sick or injured horses are not used in the riding program.

66.H.09 Program attempts to limit number of hours horses are worked to prevent exhaustion or over-use; general guideline would be 4 hours per day.

66.H.10 Programs allow horses at least one full day of rest per week.

66.H.11 The barn area has proper insect control.

66.H.12 Horses should be sprayed or wiped with insect repellent before use.

66.H.13 Proper daily grooming, including hoof checks, are given to each horse before being tacked up and used.

66.H.14 After horses are worked, proper care is taken in cooling down, hosing and\or sponging the animal before returning it to its stall.

Association for Experiential Education
Program Accreditation Service - Report Card

Section 1 - Management & Operations

1.		01	(P)	(F)	(C) (DNA)
1.		02	(P)	(F)	(C) (DNA)
1.		03	(P)	(F)	(C) (DNA)
1.		04	(P)	(F)	(C) (DNA)
1.		05	(P)	(F)	(C) (DNA)
1.		06	(P)	(F)	(C) (DNA)
1.		07	(P)	(F)	(C) (DNA)
1.		08	(P)	(F)	(C) (DNA)

Section 2 - Program Ethics

2.		01	(P)	(F)	(C) (DNA)
2.		02	(P)	(F)	(C) (DNA)
2.		03	(P)	(F)	(C) (DNA)
2.		04	(P)	(F)	(C) (DNA)
2.		05	(P)	(F)	(C) (DNA)
2.		06	(P)	(F)	(C) (DNA)
2.		07	(P)	(F)	(C) (DNA)

Section 3 - Environmental Concerns

3.	A	01	(P)	(F)	(C)	(DNA)
3.	B	01	(P)	(F)	(C)	(DNA)
3.	C	01	(P)	(F)	(C)	(DNA)
3.	D	01	(P)	(F)	(C)	(DNA)
3.	D	02	(P)	(F)	(C)	(DNA)
3.	D	03	(P)	(F)	(C)	(DNA)
3.	D	04	(P)	(F)	(C)	(DNA)
3.	D	05	(P)	(F)	(C)	(DNA)
3.	D	06	(P)	(F)	(C)	(DNA)
3.	D	07	(P)	(F)	(C)	(DNA)
3.	D	08	(P)	(F)	(C)	(DNA)
3.	D	09	(P)	(F)	(C)	(DNA)
3.	D	10	(P)	(F)	(C)	(DNA)
3.	D	11	(P)	(F)	(C)	(DNA)
3.	D	12	(P)	(F)	(C)	(DNA)
3.	D	13	(P)	(F)	(C)	(DNA)

Section 4 - Universal Access Consideration

4.	A	01	(P)	(F)	(C)	(DNA)
4.	A.	02	(P)	(F)	(C)	(DNA)

Section 5 - Risk Management

5.		01	(P)	(F)	(C) (DNA)
5.		02	(P)	(F)	(C) (DNA)
5.		03	(P)	(F)	(C) (DNA)
5.		04	(P)	(F)	(C) (DNA)
5.		05	(P)	(F)	(C) (DNA)
5.		06	(P)	(F)	(C) (DNA)
5.		07	(P)	(F)	(C) (DNA)
5.		08	(P)	(F)	(C) (DNA)
5.		09	(P)	(F)	(C) (DNA)
5.		10	(P)	(F)	(C) (DNA)
5.		11	(P)	(F)	(C) (DNA)
5.		12	(P)	(F)	(C) (DNA)
5.		13	(P)	(F)	(C) (DNA)
5.		14	(P)	(F)	(C) (DNA)
5.		15	(P)	(F)	(C) (DNA)

Risk Management continued:

5.		16	(P)	(F)	(C) (DNA)
5.		17	(P)	(F)	(C) (DNA)
5.		18	(P)	(F)	(C) (DNA)
5.		19	(P)	(F)	(C) (DNA)
5.		20	(P)	(F)	(C) (DNA)

Section 6 - Staff Qualifications

6.	A	01	(P)	(F)	(C)	(DNA)
6.	A	02	(P)	(F)	(C)	(DNA)
6.	B	01	(P)	(F)	(C)	(DNA)
6.	B	02	(P)	(F)	(C)	(DNA)
6.	B	03	(P)	(F)	(C)	(DNA)
6.	B	04	(P)	(F)	(C)	(DNA)
6.	C	01	(P)	(F)	(C)	(DNA)
6.	C	02	(P)	(F)	(C)	(DNA)
6.	C	03	(P)	(F)	(C)	(DNA)
6.	D	01	(P)	(F)	(C)	(DNA)
6.	E	01	(P)	(F)	(C)	(DNA)
6.	E	02	(P)	(F)	(C)	(DNA)
6.	E	03	(P)	(F)	(C)	(DNA)
6.	F	01	(P)	(F)	(C)	(DNA)
6.	G	01	(P)	(F)	(C)	(DNA)

Section 7 - Ground

7.	A	01	(P)	(F)	(C)	(DNA)
7.	A	02	(P)	(F)	(C)	(DNA)
7.	A	03	(P)	(F)	(C)	(DNA)
7.	A	04	(P)	(F)	(C)	(DNA)
7.	A	05	(P)	(F)	(C)	(DNA)

Section 8 - Water

8.	A	01	(P)	(F)	(C)	(DNA)
8.	A	02	(P)	(F)	(C)	(DNA)
8.	A	03	(P)	(F)	(C)	(DNA)
8.	A	04	(P)	(F)	(C)	(DNA)
8.	A	05	(P)	(F)	(C)	(DNA)
8.	B	01	(P)	(F)	(C)	(DNA)
8.	D	01	(P)	(F)	(C)	(DNA)
8.	E	01	(P)	(F)	(C)	(DNA)
8.	E	02	(P)	(F)	(C)	(DNA)
8.	F	01	(P)	(F)	(C)	(DNA)
8.	F	02	(P)	(F)	(C)	(DNA)

Section 9 - Air

9.	A	01	(P)	(F)	(C)	(DNA)
9.	A	02	(P)	(F)	(C)	(DNA)
9.	B	01	(P)	(F)	(C)	(DNA)
9.	D	01	(P)	(F)	(C)	(DNA)
9.	F	01	(P)	(F)	(C)	(DNA)
9.	F	02	(P)	(F)	(C)	(DNA)

Section 10 - Hiking

10.	A	01	(P)	(F)	(C)	(DNA)
10.	A	02	(P)	(F)	(C)	(DNA)
10.	A	03	(P)	(F)	(C)	(DNA)

Hiking continued:

10. A 04 (P) (F) (C) (DNA)
10. A 05 (P) (F) (C) (DNA)
10. B 01 (P) (F) (C) (DNA)
10. B 02 (P) (F) (C) (DNA)
10. B 03 (P) (F) (C) (DNA)
10. C 01 (P) (F) (C) (DNA)
10. C 02 (P) (F) (C) (DNA)
10. D 01 (P) (F) (C) (DNA)
10. D 02 (P) (F) (C) (DNA)
10. D 03 (P) (F) (C) (DNA)
10. D 04 (P) (F) (C) (DNA)
10. D 05 (P) (F) (C) (DNA)
10. D 06 (P) (F) (C) (DNA)
10. D 07 (P) (F) (C) (DNA)
10. D 08 (P) (F) (C) (DNA)
10. D 09 (P) (F) (C) (DNA)
10. D 10 (P) (F) (C) (DNA)
10. E 01 (P) (F) (C) (DNA)
10. E 02 (P) (F) (C) (DNA)
10. E 03 (P) (F) (C) (DNA)
10. E 04 (P) (F) (C) (DNA)
10. E 05 (P) (F) (C) (DNA)
10. F 01 (P) (F) (C) (DNA)
10. F 02 (P) (F) (C) (DNA)
10. F 03 (P) (F) (C) (DNA)
10. F 04 (P) (F) (C) (DNA)
10. F 05 (P) (F) (C) (DNA)
10. F 06 (P) (F) (C) (DNA)
10. G 01 (P) (F) (C) (DNA)

Section 11 - Running

11. A 01 (P) (F) (C) (DNA)
11. A 02 (P) (F) (C) (DNA)
11. A 03 (P) (F) (C) (DNA)
11. A 04 (P) (F) (C) (DNA)
11. B 01 (P) (F) (C) (DNA)
11. B 02 (P) (F) (C) (DNA)
11. B 03 (P) (F) (C) (DNA)
11. B 04 (P) (F) (C) (DNA)
11. B 05 (P) (F) (C) (DNA)
11. C 01 (P) (F) (C) (DNA)
11. C 02 (P) (F) (C) (DNA)
11. D 01 (P) (F) (C) (DNA)
11. D 02 (P) (F) (C) (DNA)
11. D 03 (P) (F) (C) (DNA)
11. D 04 (P) (F) (C) (DNA)
11. D 05 (P) (F) (C) (DNA)
11. D 06 (P) (F) (C) (DNA)
11. D 08 (P) (F) (C) (DNA)
11. D 09 (P) (F) (C) (DNA)
11. D 10 (P) (F) (C) (DNA)
11. D 11 (P) (F) (C) (DNA)
11. E 01 (P) (F) (C) (DNA)
11. E 02 (P) (F) (C) (DNA)
11. E 03 (P) (F) (C) (DNA)
11. E 04 (P) (F) (C) (DNA)
11. E 05 (P) (F) (C) (DNA)
11. E 06 (P) (F) (C) (DNA)
11. F 01 (P) (F) (C) (DNA)
11. G 01 (P) (F) (C) (DNA)

Section 12 - Initiative Games & Problem Solving Exercises

12. A 01 (P) (F) (C) (DNA)
12. A 02 (P) (F) (C) (DNA)
12. B 01 (P) (F) (C) (DNA)
12. B 02 (P) (F) (C) (DNA)
12. B 03 (P) (F) (C) (DNA)
12. C 01 (P) (F) (C) (DNA)
12. C 02 (P) (F) (C) (DNA)
12. D 01 (P) (F) (C) (DNA)
12. D 02 (P) (F) (C) (DNA)
12. D 03 (P) (F) (C) (DNA)
12. D 04 (P) (F) (C) (DNA)
12. D 05 (P) (F) (C) (DNA)
12. D 06 (P) (F) (C) (DNA)
12. D 07 (P) (F) (C) (DNA)
12. D 08 (P) (F) (C) (DNA)
12. D 09 (P) (F) (C) (DNA)
12. D 10 (P) (F) (C) (DNA)
12. D 11 (P) (F) (C) (DNA)
12. D 12 (P) (F) (C) (DNA)
12. E 01 (P) (F) (C) (DNA)
12. E 02 (P) (F) (C) (DNA)
12. E 03 (P) (F) (C) (DNA)
12. E 04 (P) (F) (C) (DNA)
12. E 05 (P) (F) (C) (DNA)
12. F 01 (P) (F) (C) (DNA)
12. F 02 (P) (F) (C) (DNA)
12. F 03 (P) (F) (C) (DNA)
12. F 04 (P) (F) (C) (DNA)
12. F 05 (P) (F) (C) (DNA)
12. F 06 (P) (F) (C) (DNA)
12. G 01 (P) (F) (C) (DNA)

Section 13 - High & Low Ropes/ Challenge Courses

13. A 01 (P) (F) (C) (DNA)
13. A 02 (P) (F) (C) (DNA)
13. B 01 (P) (F) (C) (DNA)
13. B 02 (P) (F) (C) (DNA)
13. C 01 (P) (F) (C) (DNA)
13. C 02 (P) (F) (C) (DNA)
13. D 01 (P) (F) (C) (DNA)
13. D 02 (P) (F) (C) (DNA)
13. D 03 (P) (F) (C) (DNA)
13. D 04 (P) (F) (C) (DNA)
13. D 05 (P) (F) (C) (DNA)
13. D 06 (P) (F) (C) (DNA)
13. D 07 (P) (F) (C) (DNA)
13. D 08 (P) (F) (C) (DNA)
13. D 09 (P) (F) (C) (DNA)
13. D 10 (P) (F) (C) (DNA)
13. D 11 (P) (F) (C) (DNA)
13. E 01 (P) (F) (C) (DNA)
13. E 02 (P) (F) (C) (DNA)
13. E 03 (P) (F) (C) (DNA)
13. E 04 (P) (F) (C) (DNA)
13. F 01 (P) (F) (C) (DNA)
13. F 02 (P) (F) (C) (DNA)
13. F 03 (P) (F) (C) (DNA)

High & Low Ropes Courses continued:

13.	F	04	(P)	(F)	(C)	(DNA)
13.	F	05	(P)	(F)	(C)	(DNA)
13.	F	06	(P)	(F)	(C)	(DNA)
13.	G	01	(P)	(F)	(C)	(DNA)

Section 14 - Orienteering

14.	A	01	(P)	(F)	(C)	(DNA)
14.	A	02	(P)	(F)	(C)	(DNA)
14.	A	03	(P)	(F)	(C)	(DNA)
14.	A	04	(P)	(F)	(C)	(DNA)
14.	A	05	(P)	(F)	(C)	(DNA)
14.	B	01	(P)	(F)	(C)	(DNA)
14.	B	02	(P)	(F)	(C)	(DNA)
14.	B	03	(P)	(F)	(C)	(DNA)
14.	B	04	(P)	(F)	(C)	(DNA)
14.	C	01	(P)	(F)	(C)	(DNA)
14.	C	02	(P)	(F)	(C)	(DNA)
14.	D	01	(P)	(F)	(C)	(DNA)
14.	D	02	(P)	(F)	(C)	(DNA)
14.	D	03	(P)	(F)	(C)	(DNA)
14.	D	04	(P)	(F)	(C)	(DNA)
14.	D	05	(P)	(F)	(C)	(DNA)
14.	D	06	(P)	(F)	(C)	(DNA)
14.	D	07	(P)	(F)	(C)	(DNA)
14.	D	08	(P)	(F)	(C)	(DNA)
14.	D	09	(P)	(F)	(C)	(DNA)
14.	D	10	(P)	(F)	(C)	(DNA)
14.	D	11	(P)	(F)	(C)	(DNA)
14.	E	01	(P)	(F)	(C)	(DNA)
14.	E	02	(P)	(F)	(C)	(DNA)
14.	E	03	(P)	(F)	(C)	(DNA)
14.	E	04	(P)	(F)	(C)	(DNA)
14.	E	05	(P)	(F)	(C)	(DNA)
14.	F	01	(P)	(F)	(C)	(DNA)
14.	F	02	(P)	(F)	(C)	(DNA)
14.	F	03	(P)	(F)	(C)	(DNA)
14.	F	04	(P)	(F)	(C)	(DNA)
14.	G	01	(P)	(F)	(C)	(DNA)

Section 15 - Bicycle Touring

15.	A	01	(P)	(F)	(C)	(DNA)
15.	A	02	(P)	(F)	(C)	(DNA)
15.	A	03	(P)	(F)	(C)	(DNA)
15.	A	04	(P)	(F)	(C)	(DNA)
15.	A	05	(P)	(F)	(C)	(DNA)
15.	B	01	(P)	(F)	(C)	(DNA)
15.	B	02	(P)	(F)	(C)	(DNA)
15.	B	03	(P)	(F)	(C)	(DNA)
15.	B	04	(P)	(F)	(C)	(DNA)
15.	C	01	(P)	(F)	(C)	(DNA)
15.	C	02	(P)	(F)	(C)	(DNA)
15.	D	01	(P)	(F)	(C)	(DNA)
15.	D	02	(P)	(F)	(C)	(DNA)
15.	D	03	(P)	(F)	(C)	(DNA)
15.	D	04	(P)	(F)	(C)	(DNA)
15.	D	05	(P)	(F)	(C)	(DNA)
15.	D	06	(P)	(F)	(C)	(DNA)
15.	D	07	(P)	(F)	(C)	(DNA)
15.	D	08	(P)	(F)	(C)	(DNA)

Bicycle Touring continued:

15.	D	09	(P)	(F)	(C)	(DNA)
15.	D	10	(P)	(F)	(C)	(DNA)
15.	D	11	(P)	(F)	(C)	(DNA)
15.	E	01	(P)	(F)	(C)	(DNA)
15.	E	02	(P)	(F)	(C)	(DNA)
15.	E	03	(P)	(F)	(C)	(DNA)
15.	E	04	(P)	(F)	(C)	(DNA)
15.	E	05	(P)	(F)	(C)	(DNA)
15.	F	01	(P)	(F)	(C)	(DNA)
15.	F	02	(P)	(F)	(C)	(DNA)
15.	F	03	(P)	(F)	(C)	(DNA)
15.	F	04	(P)	(F)	(C)	(DNA)
15.	F	05	(P)	(F)	(C)	(DNA)
15.	F	06	(P)	(F)	(C)	(DNA)
15.	G	01	(P)	(F)	(C)	(DNA)

Section 16 - Mountain Biking

16.	A	01	(P)	(F)	(C)	(DNA)
16.	A	02	(P)	(F)	(C)	(DNA)
16.	A	03	(P)	(F)	(C)	(DNA)
16.	A	04	(P)	(F)	(C)	(DNA)
16.	A	05	(P)	(F)	(C)	(DNA)
16.	B	01	(P)	(F)	(C)	(DNA)
16.	B	02	(P)	(F)	(C)	(DNA)
16.	B	03	(P)	(F)	(C)	(DNA)
16.	B	04	(P)	(F)	(C)	(DNA)
16.	C	01	(P)	(F)	(C)	(DNA)
16.	C	02	(P)	(F)	(C)	(DNA)
16.	D	01	(P)	(F)	(C)	(DNA)
16.	D	02	(P)	(F)	(C)	(DNA)
16.	D	03	(P)	(F)	(C)	(DNA)
16.	D	04	(P)	(F)	(C)	(DNA)
16.	D	05	(P)	(F)	(C)	(DNA)
16.	D	06	(P)	(F)	(C)	(DNA)
16.	D	07	(P)	(F)	(C)	(DNA)
16.	D	08	(P)	(F)	(C)	(DNA)
16.	D	09	(P)	(F)	(C)	(DNA)
16.	D	10	(P)	(F)	(C)	(DNA)
16.	D	11	(P)	(F)	(C)	(DNA)
16.	E	01	(P)	(F)	(C)	(DNA)
16.	E	02	(P)	(F)	(C)	(DNA)
16.	E	03	(P)	(F)	(C)	(DNA)
16.	E	04	(P)	(F)	(C)	(DNA)
16.	E	05	(P)	(F)	(C)	(DNA)
16.	E	06	(P)	(F)	(C)	(DNA)
16.	F	01	(P)	(F)	(C)	(DNA)
16.	F	02	(P)	(F)	(C)	(DNA)
16.	F	03	(P)	(F)	(C)	(DNA)
16.	F	04	(P)	(F)	(C)	(DNA)
16.	F	05	(P)	(F)	(C)	(DNA)
16.	F	06	(P)	(F)	(C)	(DNA)
16.	G	01	(P)	(F)	(C)	(DNA)

Section 17 - Bouldering

17.	A	01	(P)	(F)	(C)	(DNA)
17.	A	02	(P)	(F)	(C)	(DNA)
17.	A	03	(P)	(F)	(C)	(DNA)
17.	A	04	(P)	(F)	(C)	(DNA)
17.	A	05	(P)	(F)	(C)	(DNA)

Bouldering continued:

17.	B	01	(P)	(F)	(C)	(DNA)
17.	B	02	(P)	(F)	(C)	(DNA)
17.	B	03	(P)	(F)	(C)	(DNA)
17.	C	01	(P)	(F)	(C)	(DNA)
17.	C	02	(P)	(F)	(C)	(DNA)
17.	D	01	(P)	(F)	(C)	(DNA)
17.	D	02	(P)	(F)	(C)	(DNA)
17.	D	03	(P)	(F)	(C)	(DNA)
17.	D	04	(P)	(F)	(C)	(DNA)
17.	D	05	(P)	(F)	(C)	(DNA)
17.	D	06	(P)	(F)	(C)	(DNA)
17.	D	07	(P)	(F)	(C)	(DNA)
17.	D	08	(P)	(F)	(C)	(DNA)
17.	D	09	(P)	(F)	(C)	(DNA)
17.	D	10	(P)	(F)	(C)	(DNA)
17.	D	11	(P)	(F)	(C)	(DNA)
17.	E	01	(P)	(F)	(C)	(DNA)
17.	E	02	(P)	(F)	(C)	(DNA)
17.	E	03	(P)	(F)	(C)	(DNA)
17.	E	04	(P)	(F)	(C)	(DNA)
17.	F	01	(P)	(F)	(C)	(DNA)
17.	F	02	(P)	(F)	(C)	(DNA)
17.	F	03	(P)	(F)	(C)	(DNA)
17.	F	04	(P)	(F)	(C)	(DNA)

Section 18 - Artificial Wall Climbing

18.	A	01	(P)	(F)	(C)	(DNA)
18.	A	02	(P)	(F)	(C)	(DNA)
18.	B	01	(P)	(F)	(C)	(DNA)
18.	B	02	(P)	(F)	(C)	(DNA)
18.	B	03	(P)	(F)	(C)	(DNA)
18.	C	01	(P)	(F)	(C)	(DNA)
18.	C	02	(P)	(F)	(C)	(DNA)
18.	D	01	(P)	(F)	(C)	(DNA)
18.	D	02	(P)	(F)	(C)	(DNA)
18.	D	03	(P)	(F)	(C)	(DNA)
18.	D	04	(P)	(F)	(C)	(DNA)
18.	D	05	(P)	(F)	(C)	(DNA)
18.	D	06	(P)	(F)	(C)	(DNA)
18.	D	07	(P)	(F)	(C)	(DNA)
18.	D	08	(P)	(F)	(C)	(DNA)
18.	D	09	(P)	(F)	(C)	(DNA)
18.	D	10	(P)	(F)	(C)	(DNA)
18.	D	11	(P)	(F)	(C)	(DNA)
18.	E	01	(P)	(F)	(C)	(DNA)
18.	E	02	(P)	(F)	(C)	(DNA)
18.	E	03	(P)	(F)	(C)	(DNA)
18.	E	04	(P)	(F)	(C)	(DNA)
18.	F	01	(P)	(F)	(C)	(DNA)
18.	F	02	(P)	(F)	(C)	(DNA)
18.	F	03	(P)	(F)	(C)	(DNA)
18.	F	04	(P)	(F)	(C)	(DNA)
18.	F	05	(P)	(F)	(C)	(DNA)
18.	F	06	(P)	(F)	(C)	(DNA)

Section 19 - Top Rope Rock Climbing

19.	A	01	(P)	(F)	(C)	(DNA)
19.	A	02	(P)	(F)	(C)	(DNA)

Top Rope Rock Climbing continued:

19.	A	03	(P)	(F)	(C)	(DNA)
19.	A	04	(P)	(F)	(C)	(DNA)
19.	A	05	(P)	(F)	(C)	(DNA)
19.	B	01	(P)	(F)	(C)	(DNA)
19.	B	02	(P)	(F)	(C)	(DNA)
19.	B	03	(P)	(F)	(C)	(DNA)
19.	B	04	(P)	(F)	(C)	(DNA)
19.	C	01	(P)	(F)	(C)	(DNA)
19.	C	02	(P)	(F)	(C)	(DNA)
19.	D	01	(P)	(F)	(C)	(DNA)
19.	D	02	(P)	(F)	(C)	(DNA)
19.	D	03	(P)	(F)	(C)	(DNA)
19.	D	04	(P)	(F)	(C)	(DNA)
19.	D	05	(P)	(F)	(C)	(DNA)
19.	D	06	(P)	(F)	(C)	(DNA)
19.	D	07	(P)	(F)	(C)	(DNA)
19.	D	08	(P)	(F)	(C)	(DNA)
19.	D	09	(P)	(F)	(C)	(DNA)
19.	D	10	(P)	(F)	(C)	(DNA)
19.	D	11	(P)	(F)	(C)	(DNA)
19.	E	01	(P)	(F)	(C)	(DNA)
19.	E	02	(P)	(F)	(C)	(DNA)
19.	E	03	(P)	(F)	(C)	(DNA)
19.	E	04	(P)	(F)	(C)	(DNA)
19.	E	05	(P)	(F)	(C)	(DNA)
19.	E	06	(P)	(F)	(C)	(DNA)
19.	F	01	(P)	(F)	(C)	(DNA)
19.	F	02	(P)	(F)	(C)	(DNA)
19.	F	03	(P)	(F)	(C)	(DNA)
19.	F	04	(P)	(F)	(C)	(DNA)
19.	F	05	(P)	(F)	(C)	(DNA)
19.	F	06	(P)	(F)	(C)	(DNA)

Section 20 - Rappelling

20.	A	01	(P)	(F)	(C)	(DNA)
20.	A	02	(P)	(F)	(C)	(DNA)
20.	A	03	(P)	(F)	(C)	(DNA)
20.	A	04	(P)	(F)	(C)	(DNA)
20.	A	05	(P)	(F)	(C)	(DNA)
20.	B	01	(P)	(F)	(C)	(DNA)
20.	B	02	(P)	(F)	(C)	(DNA)
20.	B	03	(P)	(F)	(C)	(DNA)
20.	B	04	(P)	(F)	(C)	(DNA)
20.	C	01	(P)	(F)	(C)	(DNA)
20.	C	02	(P)	(F)	(C)	(DNA)
20.	D	01	(P)	(F)	(C)	(DNA)
20.	D	02	(P)	(F)	(C)	(DNA)
20.	D	03	(P)	(F)	(C)	(DNA)
20.	D	04	(P)	(F)	(C)	(DNA)
20.	D	05	(P)	(F)	(C)	(DNA)
20.	D	06	(P)	(F)	(C)	(DNA)
20.	D	07	(P)	(F)	(C)	(DNA)
20.	D	08	(P)	(F)	(C)	(DNA)
20.	D	09	(P)	(F)	(C)	(DNA)
20.	D	10	(P)	(F)	(C)	(DNA)
20.	E	01	(P)	(F)	(C)	(DNA)
20.	E	02	(P)	(F)	(C)	(DNA)
20.	E	03	(P)	(F)	(C)	(DNA)
20.	E	04	(P)	(F)	(C)	(DNA)

Rappelling continued:

20. E 05 (P) (F) (C) (DNA)
20. E 06 (P) (F) (C) (DNA)
20. F 01 (P) (F) (C) (DNA)
20. F 02 (P) (F) (C) (DNA)
20. F 03 (P) (F) (C) (DNA)
20. F 04 (P) (F) (C) (DNA)
20. F 05 (P) (F) (C) (DNA)
20. F 06 (P) (F) (C) (DNA)
20. G 01 (P) (F) (C) (DNA)

Section 21 - Lead Climbing

21. A 01 (P) (F) (C) (DNA)
21. A 02 (P) (F) (C) (DNA)
21. A 03 (P) (F) (C) (DNA)
21. A 04 (P) (F) (C) (DNA)
21. A 05 (P) (F) (C) (DNA)
21. B 01 (P) (F) (C) (DNA)
21. B 02 (P) (F) (C) (DNA)
21. B 03 (P) (F) (C) (DNA)
21. B 04 (P) (F) (C) (DNA)
21. C 01 (P) (F) (C) (DNA)
21. C 02 (P) (F) (C) (DNA)
21. D 01 (P) (F) (C) (DNA)
21. D 02 (P) (F) (C) (DNA)
21. D 03 (P) (F) (C) (DNA)
21. D 04 (P) (F) (C) (DNA)
21. D 05 (P) (F) (C) (DNA)
21. D 06 (P) (F) (C) (DNA)
21. D 07 (P) (F) (C) (DNA)
21. D 08 (P) (F) (C) (DNA)
21. D 09 (P) (F) (C) (DNA)
21. D 10 (P) (F) (C) (DNA)
21. D 11 (P) (F) (C) (DNA)
21. E 01 (P) (F) (C) (DNA)
21. E 02 (P) (F) (C) (DNA)
21. E 03 (P) (F) (C) (DNA)
21. E 04 (P) (F) (C) (DNA)
21. E 05 (P) (F) (C) (DNA)
21. E 06 (P) (F) (C) (DNA)
21. F 01 (P) (F) (C) (DNA)
21. F 02 (P) (F) (C) (DNA)
21. F 03 (P) (F) (C) (DNA)
21. F 04 (P) (F) (C) (DNA)
21. F 05 (P) (F) (C) (DNA)
21. F 06 (P) (F) (C) (DNA)

Section 22 - Caving

22. A 01 (P) (F) (C) (DNA)
22. A 02 (P) (F) (C) (DNA)
22. A 03 (P) (F) (C) (DNA)
22. A 04 (P) (F) (C) (DNA)
22. A 05 (P) (F) (C) (DNA)
22. B 01 (P) (F) (C) (DNA)
22. B 02 (P) (F) (C) (DNA)
22. B 03 (P) (F) (C) (DNA)
22. B 04 (P) (F) (C) (DNA)
22. C 01 (P) (F) (C) (DNA)
22. C 02 (P) (F) (C) (DNA)
22. D 01 (P) (F) (C) (DNA)
22. D 02 (P) (F) (C) (DNA)
22. D 03 (P) (F) (C) (DNA)
22. D 04 (P) (F) (C) (DNA)
22. D 05 (P) (F) (C) (DNA)
22. D 06 (P) (F) (C) (DNA)
22. D 07 (P) (F) (C) (DNA)
22. D 08 (P) (F) (C) (DNA)
22. D 09 (P) (F) (C) (DNA)
22. D 10 (P) (F) (C) (DNA)
22. D 11 (P) (F) (C) (DNA)
22. D 12 (P) (F) (C) (DNA)
22. E 01 (P) (F) (C) (DNA)
22. E 02 (P) (F) (C) (DNA)
22. E 03 (P) (F) (C) (DNA)
22. E 04 (P) (F) (C) (DNA)
22 E 05 (P) (F) (C) (DNA)
22. E 06 (P) (F) (C) (DNA)
22. F 01 (P) (F) (C) (DNA)
22. F 02 (P) (F) (C) (DNA)
22. F 03 (P) (F) (C) (DNA)
22. F 04 (P) (F) (C) (DNA)
22. F 05 (P) (F) (C) (DNA)
22. F 06 (P) (F) (C) (DNA)
22. F 07 (P) (F) (C) (DNA)
22. G 01 (P) (F) (C) (DNA)

Section 23 - River Crossing

23. A 01 (P) (F) (C) (DNA)
23. A 02 (P) (F) (C) (DNA)
23. A 03 (P) (F) (C) (DNA)
23. A 04 (P) (F) (C) (DNA)
23. A 05 (P) (F) (C) (DNA)
23. B 01 (P) (F) (C) (DNA)
23. B 02 (P) (F) (C) (DNA)
23. B 03 (P) (F) (C) (DNA)
23. B 04 (P) (F) (C) (DNA)
23. C 01 (P) (F) (C) (DNA)
23. C 02 (P) (F) (C) (DNA)
23. D 01 (P) (F) (C) (DNA)
23. D 02 (P) (F) (C) (DNA)
23. D 03 (P) (F) (C) (DNA)
23. D 04 (P) (F) (C) (DNA)
23. D 05 (P) (F) (C) (DNA)
23. D 06 (P) (F) (C) (DNA)
23. D 07 (P) (F) (C) (DNA)
23. D 08 (P) (F) (C) (DNA)
23. D 09 (P) (F) (C) (DNA)
23. D 10 (P) (F) (C) (DNA)
23. E 01 (P) (F) (C) (DNA)
23. E 02 (P) (F) (C) (DNA)
23. E 03 (P) (F) (C) (DNA)
23. E 04 (P) (F) (C) (DNA)
23. E 05 (P) (F) (C) (DNA)
23. E 06 (P) (F) (C) (DNA)
23. F 01 (P) (F) (C) (DNA)
23. F 02 (P) (F) (C) (DNA)
23. F 03 (P) (F) (C) (DNA)
23. F 04 (P) (F) (C) (DNA)
23. F 05 (P) (F) (C) (DNA)
23. F 06 (P) (F) (C) (DNA)
23. G 01 (P) (F) (C) (DNA)

Section 24 - Snowshoeing

24.	A	01	(P)	(F)	(C)	(DNA)
24.	A	02	(P)	(F)	(C)	(DNA)
24.	A	03	(P)	(F)	(C)	(DNA)
24.	A	04	(P)	(F)	(C)	(DNA)
24.	A	05	(P)	(F)	(C)	(DNA)
24.	B	01	(P)	(F)	(C)	(DNA)
24.	B	02	(P)	(F)	(C)	(DNA)
24.	B	03	(P)	(F)	(C)	(DNA)
24.	B	04	(P)	(F)	(C)	(DNA)
24.	C	01	(P)	(F)	(C)	(DNA)
24.	C	02	(P)	(F)	(C)	(DNA)
24.	D	01	(P)	(F)	(C)	(DNA)
24.	D	02	(P)	(F)	(C)	(DNA)
24.	D	03	(P)	(F)	(C)	(DNA)
24.	D	04	(P)	(F)	(C)	(DNA)
24.	D	05	(P)	(F)	(C)	(DNA)
24.	D	06	(P)	(F)	(C)	(DNA)
24.	D	07	(P)	(F)	(C)	(DNA)
24.	D	08	(P)	(F)	(C)	(DNA)
24.	D	09	(P)	(F)	(C)	(DNA)
24.	D	10	(P)	(F)	(C)	(DNA)
24.	D	11	(P)	(F)	(C)	(DNA)
24.	E	01	(P)	(F)	(C)	(DNA)
24.	E	02	(P)	(F)	(C)	(DNA)
24.	E	03	(P)	(F)	(C)	(DNA)
24.	E	04	(P)	(F)	(C)	(DNA)
24.	E	05	(P)	(F)	(C)	(DNA)
24.	E	06	(P)	(F)	(C)	(DNA)
24.	F	01	(P)	(F)	(C)	(DNA)
24.	F	02	(P)	(F)	(C)	(DNA)
24.	F	03	(P)	(F)	(C)	(DNA)
24.	F	04	(P)	(F)	(C)	(DNA)
24.	F	05	(P)	(F)	(C)	(DNA)
24.	F	06	(P)	(F)	(C)	(DNA)
24.	G	01	(P)	(F)	(C)	(DNA)

Section 25 - Ice Climbing

25.	A	01	(P)	(F)	(C)	(DNA)
25.	A	02	(P)	(F)	(C)	(DNA)
25.	A	03	(P)	(F)	(C)	(DNA)
25.	A	04	(P)	(F)	(C)	(DNA)
25.	A	05	(P)	(F)	(C)	(DNA)
25.	B	01	(P)	(F)	(C)	(DNA)
25.	B	02	(P)	(F)	(C)	(DNA)
25.	B	03	(P)	(F)	(C)	(DNA)
25.	B	04	(P)	(F)	(C)	(DNA)
25.	C	01	(P)	(F)	(C)	(DNA)
25.	C	02	(P)	(F)	(C)	(DNA)
25.	D	01	(P)	(F)	(C)	(DNA)
25.	D	02	(P)	(F)	(C)	(DNA)
25.	D	03	(P)	(F)	(C)	(DNA)
25.	D	04	(P)	(F)	(C)	(DNA)
25.	D	05	(P)	(F)	(C)	(DNA)
25.	D	06	(P)	(F)	(C)	(DNA)
25.	D	07	(P)	(F)	(C)	(DNA)
25.	D	08	(P)	(F)	(C)	(DNA)
25.	D	09	(P)	(F)	(C)	(DNA)
25.	D	10	(P)	(F)	(C)	(DNA)
25.	D	11	(P)	(F)	(C)	(DNA)
25.	E	01	(P)	(F)	(C)	(DNA)
25.	E	02	(P)	(F)	(C)	(DNA)
25.	E	03	(P)	(F)	(C)	(DNA)
25.	E	04	(P)	(F)	(C)	(DNA)
25.	E	05	(P)	(F)	(C)	(DNA)
25.	E	06	(P)	(F)	(C)	(DNA)
25.	F	01	(P)	(F)	(C)	(DNA)
25.	F	02	(P)	(F)	(C)	(DNA)
25.	F	03	(P)	(F)	(C)	(DNA)
25.	F	04	(P)	(F)	(C)	(DNA)
25.	F	05	(P)	(F)	(C)	(DNA)
25.	F	06	(P)	(F)	(C)	(DNA)
25.	G	01	(P)	(F)	(C)	(DNA)

Section 26 - Mountain Snow and Glacier Travel

26.	A	01	(P)	(F)	(C)	(DNA)
26.	A	02	(P)	(F)	(C)	(DNA)
26.	A	03	(P)	(F)	(C)	(DNA)
26.	A	04	(P)	(F)	(C)	(DNA)
26.	A	05	(P)	(F)	(C)	(DNA)
26.	B	01	(P)	(F)	(C)	(DNA)
26.	B	02	(P)	(F)	(C)	(DNA)
26.	B	03	(P)	(F)	(C)	(DNA)
26.	B	04	(P)	(F)	(C)	(DNA)
26.	C	01	(P)	(F)	(C)	(DNA)
26.	C	02	(P)	(F)	(C)	(DNA)
26.	D	01	(P)	(F)	(C)	(DNA)
26.	D	02	(P)	(F)	(C)	(DNA)
26.	D	03	(P)	(F)	(C)	(DNA)
26.	D	04	(P)	(F)	(C)	(DNA)
26.	D	05	(P)	(F)	(C)	(DNA)
26.	D	06	(P)	(F)	(C)	(DNA)
26.	D	07	(P)	(F)	(C)	(DNA)
26.	D	08	(P)	(F)	(C)	(DNA)
26.	D	09	(P)	(F)	(C)	(DNA)
26.	D	10	(P)	(F)	(C)	(DNA)
26.	D	11	(P)	(F)	(C)	(DNA)
26.	E	01	(P)	(F)	(C)	(DNA)
26.	E	02	(P)	(F)	(C)	(DNA)
26.	E	03	(P)	(F)	(C)	(DNA)
26.	E	04	(P)	(F)	(C)	(DNA)
26.	E	05	(P)	(F)	(C)	(DNA)
26.	E	06	(P)	(F)	(C)	(DNA)
26.	F	01	(P)	(F)	(C)	(DNA)
26.	F	02	(P)	(F)	(C)	(DNA)
26.	F	03	(P)	(F)	(C)	(DNA)
26.	F	04	(P)	(F)	(C)	(DNA)
26.	F	05	(P)	(F)	(C)	(DNA)
26.	F	06	(P)	(F)	(C)	(DNA)
26.	G	01	(P)	(F)	(C)	(DNA)

Section 27 - Cross Country and Back Country Skiing

27.	A	01	(P)	(F)	(C)	(DNA)
27.	A	02	(P)	(F)	(C)	(DNA)
27.	A	03	(P)	(F)	(C)	(DNA)
27.	A	04	(P)	(F)	(C)	(DNA)
27.	A	05	(P)	(F)	(C)	(DNA)
27.	B	01	(P)	(F)	(C)	(DNA)
27.	B	02	(P)	(F)	(C)	(DNA)
27.	B	03	(P)	(F)	(C)	(DNA)

X-C & Back Country Skiing continued:

27. B 04 (P) (F) (C) (DNA)
27. C 01 (P) (F) (C) (DNA)
27. C 02 (P) (F) (C) (DNA)
27. D 01 (P) (F) (C) (DNA)
27. D 02 (P) (F) (C) (DNA)
27. D 03 (P) (F) (C) (DNA)
27. D 04 (P) (F) (C) (DNA)
27. D 05 (P) (F) (C) (DNA)
27. D 06 (P) (F) (C) (DNA)
27. D 07 (P) (F) (C) (DNA)
27. D 08 (P) (F) (C) (DNA)
27. D 09 (P) (F) (C) (DNA)
27. D 10 (P) (F) (C) (DNA)
27. D 11 (P) (F) (C) (DNA)
27. E 01 (P) (F) (C) (DNA)
27. E 02 (P) (F) (C) (DNA)
27. E 03 (P) (F) (C) (DNA)
27. E 04 (P) (F) (C) (DNA)
27. E 05 (P) (F) (C) (DNA)
27. E 06 (P) (F) (C) (DNA)
27. F 01 (P) (F) (C) (DNA)
27. F 02 (P) (F) (C) (DNA)
27. F 03 (P) (F) (C) (DNA)
27. F 04 (P) (F) (C) (DNA)
27. F 05 (P) (F) (C) (DNA)
27. F 06 (P) (F) (C) (DNA)
27. G 01 (P) (F) (C) (DNA)

Section 28 - Mountaineering

28. A 01 (P) (F) (C) (DNA)
28. A 02 (P) (F) (C) (DNA)
28. A 03 (P) (F) (C) (DNA)
28. A 04 (P) (F) (C) (DNA)
28. A 05 (P) (F) (C) (DNA)
28. B 01 (P) (F) (C) (DNA)
28. B 02 (P) (F) (C) (DNA)
28. B 03 (P) (F) (C) (DNA)
28. B 04 (P) (F) (C) (DNA)
28. C 01 (P) (F) (C) (DNA)
28. C 02 (P) (F) (C) (DNA)
28. D 01 (P) (F) (C) (DNA)
28. D 02 (P) (F) (C) (DNA)
28. D 03 (P) (F) (C) (DNA)
28. D 04 (P) (F) (C) (DNA)
28. D 05 (P) (F) (C) (DNA)
28. D 06 (P) (F) (C) (DNA)
28. D 07 (P) (F) (C) (DNA)
28. D 08 (P) (F) (C) (DNA)
28. D 09 (P) (F) (C) (DNA)
28. D 10 (P) (F) (C) (DNA)
28. D 11 (P) (F) (C) (DNA)
28. D 12 (P) (F) (C) (DNA)
28. D 13 (P) (F) (C) (DNA)
28. E 01 (P) (F) (C) (DNA)
28. E 02 (P) (F) (C) (DNA)
28. E 03 (P) (F) (C) (DNA)
28. E 04 (P) (F) (C) (DNA)
28. E 05 (P) (F) (C) (DNA)
28. F 01 (P) (F) (C) (DNA)
28. F 02 (P) (F) (C) (DNA)
28. F 03 (P) (F) (C) (DNA)
28. F 04 (P) (F) (C) (DNA)
28. F 05 (P) (F) (C) (DNA)
28. F 06 (P) (F) (C) (DNA)
28. G 01 (P) (F) (C) (DNA)

Section 29 - Solos

29. A 01 (P) (F) (C) (DNA)
29. A 02 (P) (F) (C) (DNA)
29. A 03 (P) (F) (C) (DNA)
29. A 04 (P) (F) (C) (DNA)
29. A 05 (P) (F) (C) (DNA)
29. B 01 (P) (F) (C) (DNA)
29. B 02 (P) (F) (C) (DNA)
29. B 03 (P) (F) (C) (DNA)
29. B 04 (P) (F) (C) (DNA)
29. C 01 (P) (F) (C) (DNA)
29. C 02 (P) (F) (C) (DNA)
29. D 01 (P) (F) (C) (DNA)
29. D 02 (P) (F) (C) (DNA)
29. D 03 (P) (F) (C) (DNA)
29. D 04 (P) (F) (C) (DNA)
29. D 06 (P) (F) (C) (DNA)
29. D 07 (P) (F) (C) (DNA)
29. D 08 (P) (F) (C) (DNA)
29. E 01 (P) (F) (C) (DNA)
29. E 02 (P) (F) (C) (DNA)
29. E 03 (P) (F) (C) (DNA)
29. E 04 (P) (F) (C) (DNA)
29. E 05 (P) (F) (C) (DNA)
29. E 06 (P) (F) (C) (DNA)
29. F 01 (P) (F) (C) (DNA)
29. F 02 (P) (F) (C) (DNA)
29. F 03 (P) (F) (C) (DNA)
29. G 01 (P) (F) (C) (DNA)

Section 30 - Multi-pitch Climbing

30. A 01 (P) (F) (C) (DNA)
30. A 02 (P) (F) (C) (DNA)
30. A 03 (P) (F) (C) (DNA)
30. A 04 (P) (F) (C) (DNA)
30. A 05 (P) (F) (C) (DNA)
30. B 01 (P) (F) (C) (DNA)
30. B 02 (P) (F) (C) (DNA)
30. B 03 (P) (F) (C) (DNA)
30. B 04 (P) (F) (C) (DNA)
30. C 01 (P) (F) (C) (DNA)
30. C 02 (P) (F) (C) (DNA)
30. D 01 (P) (F) (C) (DNA)
30. D 02 (P) (F) (C) (DNA)
30. D 03 (P) (F) (C) (DNA)
30. D 04 (P) (F) (C) (DNA)
30. D 05 (P) (F) (C) (DNA)
30. D 06 (P) (F) (C) (DNA)
30. D 07 (P) (F) (C) (DNA)
30. D 08 (P) (F) (C) (DNA)
30. D 09 (P) (F) (C) (DNA)
30. D 10 (P) (F) (C) (DNA)
30. D 11 (P) (F) (C) (DNA)
30. E 01 (P) (F) (C) (DNA)
30. E 02 (P) (F) (C) (DNA)

Multi-pitch Climbing continued:

30. E 03 (P) (F) (C) (DNA)
30. E 04 (P) (F) (C) (DNA)
30. E 05 (P) (F) (C) (DNA)
30. E 06 (P) (F) (C) (DNA)
30. F 01 (P) (F) (C) (DNA)
30. F 02 (P) (F) (C) (DNA)
30. F 03 (P) (F) (C) (DNA)
30. F 04 (P) (F) (C) (DNA)
30. F 05 (P) (F) (C) (DNA)
30. F 06 (P) (F) (C) (DNA)

Section 40 - Personal Flotation Devices

40. A 01 (P) (F) (C) (DNA)
40. A 02 (P) (F) (C) (DNA)
40. A 03 (P) (F) (C) (DNA)
40. B 01 (P) (F) (C) (DNA)
40. D 01 (P) (F) (C) (DNA)
40. D 02 (P) (F) (C) (DNA)
40. D 03 (P) (F) (C) (DNA)
40. D 04 (P) (F) (C) (DNA)
40. F 01 (P) (F) (C) (DNA)
40. F 02 (P) (F) (C) (DNA)
40. F 03 (P) (F) (C) (DNA)
40. F 04 (P) (F) (C) (DNA)
40. F 05 (P) (F) (C) (DNA)
40. F 06 (P) (F) (C) (DNA)

Section 41 - Flatwater Canoeing/ Kayaking

41. A 01 (P) (F) (C) (DNA)
41. A 02 (P) (F) (C) (DNA)
41. A 03 (P) (F) (C) (DNA)
41. A 04 (P) (F) (C) (DNA)
41. A 05 (P) (F) (C) (DNA)
41. B 01 (P) (F) (C) (DNA)
41. B 02 (P) (F) (C) (DNA)
41. B 03 (P) (F) (C) (DNA)
41. B 04 (P) (F) (C) (DNA)
41. C 01 (P) (F) (C) (DNA)
41. C 02 (P) (F) (C) (DNA)
41. D 01 (P) (F) (C) (DNA)
41. D 02 (P) (F) (C) (DNA)
41. D 03 (P) (F) (C) (DNA)
41. D 04 (P) (F) (C) (DNA)
41. D 05 (P) (F) (C) (DNA)
41. D 06 (P) (F) (C) (DNA)
41. D 07 (P) (F) (C) (DNA)
41. D 08 (P) (F) (C) (DNA)
41. D 09 (P) (F) (C) (DNA)
41. D 10 (P) (F) (C) (DNA)
41. D 11 (P) (F) (C) (DNA)
41. E 01 (P) (F) (C) (DNA)
41. E 02 (P) (F) (C) (DNA)
41. E 03 (P) (F) (C) (DNA)
41. E 04 (P) (F) (C) (DNA)
41. E 05 (P) (F) (C) (DNA)
41. E 06 (P) (F) (C) (DNA)
41. F 01 (P) (F) (C) (DNA)
41. F 02 (P) (F) (C) (DNA)
41. F 03 (P) (F) (C) (DNA)
41. F 04 (P) (F) (C) (DNA)
41. F 05 (P) (F) (C) (DNA)
41. F 06 (P) (F) (C) (DNA)
41. G 01 (P) (F) (C) (DNA)

Section 42 -Whitewater Canoeing/Kayaking

42. A 01 (P) (F) (C) (DNA)
42. A 02 (P) (F) (C) (DNA)
42. A 03 (P) (F) (C) (DNA)
42. A 04 (P) (F) (C) (DNA)
42. A 05 (P) (F) (C) (DNA)
42. B 01 (P) (F) (C) (DNA)
42. B 02 (P) (F) (C) (DNA)
42. B 03 (P) (F) (C) (DNA)
42. B 04 (P) (F) (C) (DNA)
42. C 01 (P) (F) (C) (DNA)
42. C 02 (P) (F) (C) (DNA)
42. D 01 (P) (F) (C) (DNA)
42. D 02 (P) (F) (C) (DNA)
42. D 03 (P) (F) (C) (DNA)
42. D 04 (P) (F) (C) (DNA)
42. D 05 (P) (F) (C) (DNA)
42. D 06 (P) (F) (C) (DNA)
42. D 07 (P) (F) (C) (DNA)
42. D 08 (P) (F) (C) (DNA)
42. D 09 (P) (F) (C) (DNA)
42. D 10 (P) (F) (C) (DNA)
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42. F 07 (P) (F) (C) (DNA)
42. G 01 (P) (F) (C) (DNA)

Section 43 - Rafting

43. A 01 (P) (F) (C) (DNA)
43. A 02 (P) (F) (C) (DNA)
43. A 03 (P) (F) (C) (DNA)
43. A 04 (P) (F) (C) (DNA)
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Rafting continued:

43. D 05 (P) (F) (C) (DNA)
43. D 06 (P) (F) (C) (DNA)
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43. G 01 (P) (F) (C) (DNA)

Section 44 - Sea Kayaking

44. A 01 (P) (F) (C) (DNA)
44. A 02 (P) (F) (C) (DNA)
44. A 03 (P) (F) (C) (DNA)
44. A 04 (P) (F) (C) (DNA)
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44. F 07 (P) (F) (C) (DNA)
44. G 01 (P) (F) (C) (DNA)

Section 60 - Service Projects

60. A 01 (P) (F) (C) (DNA)
60. A 02 (P) (F) (C) (DNA)
60. A 03 (P) (F) (C) (DNA)
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60. F 01 (P) (F) (C) (DNA)
60. G 01 (P) (F) (C) (DNA)

Section 61 - Camping

61. A 01 (P) (F) (C) (DNA)
61. A 02 (P) (F) (C) (DNA)
61. A 03 (P) (F) (C) (DNA)
61. A 04 (P) (F) (C) (DNA)
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61. F 01 (P) (F) (C) (DNA)
61. F 02 (P) (F) (C) (DNA)
61. F 03 (P) (F) (C) (DNA)

Camping continued:

61. F 04 (P) (F) (C) (DNA)
61. F 05 (P) (F) (C) (DNA)
61. F 06 (P) (F) (C) (DNA)
61. G 01 (P) (F) (C) (DNA)

Section 62 - Remote Wilderness Travel

62. B 01 (P) (F) (C) (DNA)
62. B 02 (P) (F) (C) (DNA)
62. D 01 (P) (F) (C) (DNA)
62. D 02 (P) (F) (C) (DNA)
62. D 03 (P) (F) (C) (DNA)
62. F 01 (P) (F) (C) (DNA)
62. G 01 (P) (F) (C) (DNA)

Section 63 - Expeditions

63. A 01 (P) (F) (C) (DNA)
63. A 02 (P) (F) (C) (DNA)
63. A 03 (P) (F) (C) (DNA)
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63. F 06 (P) (F) (C) (DNA)
63. G 01 (P) (F) (C) (DNA)

Section 64 - International Considerations

64. A 01 (P) (F) (C) (DNA)
64. A 02 (P) (F) (C) (DNA)
64. A 03 (P) (F) (C) (DNA)
64. A 04 (P) (F) (C) (DNA)
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64. F 06 (P) (F) (C) (DNA)
64. G 01 (P) (F) (C) (DNA)

Section 65 - Emergency Response Training

65. A 01 (P) (F) (C) (DNA)
65. A 02 (P) (F) (C) (DNA)
65. A 03 (P) (F) (C) (DNA)

Section 66 - Horseback Riding

66. A 01 (P) (F) (C) (DNA)
66. A 02 (P) (F) (C) (DNA)
66. A 03 (P) (F) (C) (DNA)
66. A 04 (P) (F) (C) (DNA)
66. A 05 (P) (F) (C) (DNA)
66. B 01 (P) (F) (C) (DNA)
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66. E 03 (P) (F) (C) (DNA)
66. E 04 (P) (F) (C) (DNA)
66. E 05 (P) (F) (C) (DNA)
66. E 06 (P) (F) (C) (DNA)

Horseback Riding continued:

66.	F	01	(P)	(F)	(C)	(DNA)
66.	F	02	(P)	(F)	(C)	(DNA)
66.	F	03	(P)	(F)	(C)	(DNA)
66.	F	04	(P)	(F)	(C)	(DNA)
66.	G	01	(P)	(F)	(C)	(DNA)
66.	H	01	(P)	(F)	(C)	(DNA)
66.	H	02	(P)	(F)	(C)	(DNA)
66.	H	03	(P)	(F)	(C)	(DNA)
66.	H	04	(P)	(F)	(C)	(DNA)
66.	H	05	(P)	(F)	(C)	(DNA)
66.	H	06	(P)	(F)	(C)	(DNA)
66.	H	07	(P)	(F)	(C)	(DNA)
66.	H	08	(P)	(F)	(C)	(DNA)
66.	H	09	(P)	(F)	(C)	(DNA)
66.	H	10	(P)	(F)	(C)	(DNA)
66.	H	11	(P)	(F)	(C)	(DNA)
66.	H	12	(P)	(F)	(C)	(DNA)
66.	H	13	(P)	(F)	(C)	(DNA)
66.	H	14	(P)	(F)	(C)	(DNA)

Program Name:_____

Lead Reviewer:_____

Reviewers:_____

_____

_____

_____

Review Dates:_____

8/95

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About the Association for Experiential Education

The Association for Experiential Education (AEE) is a non-profit organization committed to furthering experiential-based teaching and learning in a culture that is increasingly "information-rich but experience-poor." By allowing the student, client, or customer to be involved in decisions about what they need to learn, and how they might go about learning, we believe life-long learning is the result.

AEE sponsors local, regional, and international conferences, projects, seminars, and institutes, and publishes the **Journal of Experiential Education**, the **Jobs Clearinghouse**, directories of programs and services, and a wide variety of books and periodicals to support educators, trainers, practitioners, students, and advocates.

AEE's diverse membership consists of individuals and organizations with affiliations in education, recreation, outdoor adventure programming, mental health, youth service, physical education, experience-based training and development, corrections, programming for people with disabilities, and environmental education.

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